

6-1913

The Quarterly of the Washington State Normal School Ellensburg. Catalog 1913

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VOL. 6

JUNE, 1913

No. 1

THE QUARTERLY
OF THE
Washington State Normal School
Ellensburg



CATALOG
1913

Entered at the Ellensburg Postoffice as Second-class Matter



THE QUARTERLY

OF THE

Washington State Normal School

ELLENSBURG

CATALOG OF 1912-1913

AND

ANNOUNCEMENTS FOR 1913-1914

CALENDAR OF 1913-1914

1913 JUNE						
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CALENDAR OF 1913-1914

FALL AND WINTER SEMESTER

1913

Registration, 9:00 a. m.....	Tuesday, September 2
Opening of Training Department.....	Tuesday, September 2
Opening Day, Assembly 10:00 a. m.....	Wednesday, September 3
End of First Quarter.....	Friday, October 31
Beginning of Second Quarter.....	Monday, November 3
Thanksgiving Recess	November 27 and 28
Beginning of Winter Vacation.....	Friday, December 19

1914

End of Winter Vacation.....	Monday, January 5
End of First Semester.....	Friday, January 23

SPRING AND SUMMER SEMESTER

Reorganization	Monday, January 26
National Holiday	Thursday, February 12
End of Third Quarter.....	Friday, March 27
Beginning of Fourth Quarter.....	Monday, March 30
Beginning of Easter Vacation.....	Wednesday noon, April 8
End of Easter Vacation.....	Monday, April 13
May Festival, Primary Department.....	Thursday, May 14
May Festival, Grammar Department.....	Friday, May 22
Anniversary of the Literary Societies.....	Friday, May 29
Alumni Anniversary	Saturday, May 30
Baccalaureate Day	Sunday, May 31
Senior Class Day.....	Monday, June 1
Graduation Day	Wednesday, June 3

SUMMER SESSION, 1914

Beginning	Monday, June 8
Ending	Friday, July 31

BOARD OF TRUSTEES

JABEZ A. MAHAN, M. D. Ellensburg
J. D. CORNETT..... North Yakima
FRED P. WOLFF..... Ellensburg

STATE BOARD OF EDUCATION

MRS. JOSEPHINE PRESTON, Superintendent of Public
Instruction, President Olympia
ENOCH A. BRYAN, A. M., LL. D., President of the
Washington State College Pullman
THOMAS F. KANE, Ph. D., President of the University
of Washington Seattle
WILLIAM E. WILSON, Principal of the Washington
State Normal School Ellensburg
FRANK B. COOPER, Superintendent of Schools..... Seattle
HENRY M. HART, Principal Lewis and Clarke High
School Spokane
W. E. GAMBLE, County Superintendent of Schools..... Conconully

FACULTY 1912-1913

WILLIAM EDWARD WILSON, A. M., Principal
History and Philosophy of Education.

JOHN HENRY MORGAN, A. M., Vice-Principal,
Mathematics.

JOHN P. MUNSON, M. S., Ph. D.,
Biological Sciences and Sociology.

ELLA ISABEL HARRIS, M. A., Ph. D.,
English Literature and Languages.

RUTH CHRISTINE HOFFMAN,
Primary Training Supervisor.

CLARA MEISNER,
Kindergarten Director.

MARY A. GRUPE, Ph. B.,
Supervisor of Higher Grades.

HENRY J. WHITNEY, B. S.,
Manual Training.

EDWARD JULIUS KLEMME, A. M.,
Psychology and Education.

M. C. HUTCHINSON, A. M., M. O.,
Oral Expression and Physical Training.

EDITH HOPE RINGER,
Observation Teacher, Third and Fourth Grades.

ALBERT H. MEHNER, A. B.,
Physical Science, Geography.

JAMES A. DALLAS, B. A.,
Managing Principal Training Department, Athletic Coach.

FLORENCE ENSLE,
Music.

ANTONETTE SABELWITZ,
Observation Teacher, First and Second Grades.

FRANCES SMITH,
High School Assistant.

FLORENCE WILSON, B. A.,
Assistant in English.

HERMINE STELLAR,
Art.

FLORENCE BULLOCK,
History, English.

GRACE BEDELL, B. A.,
Domestic Economy.

MRS. ELLA GIRDNER WARNER,
Librarian.

VERA JOSEPHINE MAXWELL,
Secretary.

MRS. E. J. ARTHUR,
Matron.

WILLIAM HUSS,
Engineer and Superintendent of Buildings and Grounds.

COMMITTEES OF THE FACULTY

Executive Committee:

Mr. Wilson, Prof. Morgan, Dr. Munson, Dr. Harris, Miss Hoffman.

Library Committee:

Dr. Munson, Dr. Harris, Mrs. Warner, Miss Meisner, Miss Grupe.

Lecture and Entertainments:

Prof. Klemme, Miss Hutchinson, Miss Ensle, Prof. Whitney.

Social Affairs:

Miss Hoffman, Prof. Dallas, Mrs. Warner, Prof. Mehner, Miss Bedell, Miss Sabelwitz, Miss Smith, Miss Wilson.

Student Activities:

Prof. Morgan, Prof. Whitney, Miss Hutchinson, Prof. Dallas, Miss Grupe.

Publicity:

Prof. Klemme, Prof. Whitney, Mr. Wilson.

Alumni Matters:

Prof. Morgan, Miss Ringer.

Art Decoration and Care of Buildings:

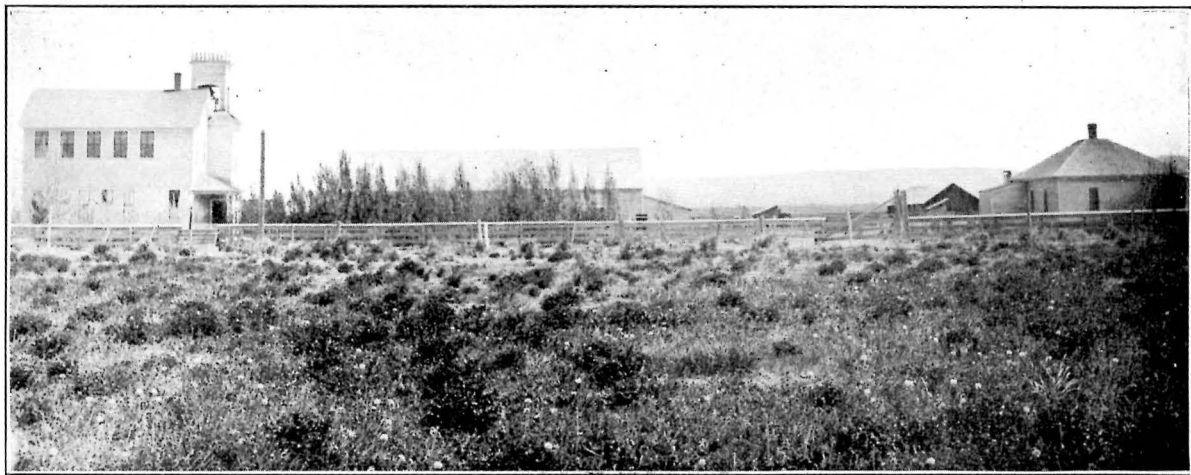
Miss Stellar, Dr. Harris, Mr. Wilson.

Sunday School and Bible Study:

Prof. Whitney, Dr. Harris, Miss Grupe.

Recommendations:

Prof. Whitney, Miss Hoffman, Mr. Wilson.



School and Teacher's Cottage.



One of the Rural Observation Schools, District No. 13. (Building at the right is for gymnasium and vocational work.)

THE WASHINGTON STATE NORMAL SCHOOL

AT ELLENSBURG

The city of Ellensburg is situated in the Kittitas Valley, an extensive basin surrounded by the foothills of the Cascade Mountains, and having an elevation ranging from 1,400 to 2,400 feet. The Kittitas Valley is often spoken of by tourists and others traveling through the country as one of the most beautiful valleys in the West, and one of great promise. It is already celebrated for its fine fruit, its hay and dairy products. The valley possesses the advantages of a healthful climate, good roads and schools, excellent transportation facilities, and a thriving and progressive population, and people from many states are coming here to make their homes.

Ellensburg, the business center of this region, is attractive as a place for a home or an investment, and has made remarkable progress in the past five years. A new high school, Carnegie Library, Y. M. C. A. building, store and office buildings and many new residences have been built, streets have been paved in the business and residence districts, an ample supply of pure water is assured, and the city as a whole is clean and well lighted. Ellensburg is a division point on the Northern Pacific railroad and is the chief city in the state on the Chicago, Milwaukee and St. Paul railroad east of Seattle. These two transcontinental lines furnish Ellensburg with first-class passenger service.

Normal School and Grounds

The school campus consists of two and one-half blocks, amounting to an area of nearly eight acres. These grounds are in the most attractive residence quarter of the city, and command a view of wide extent and surpassing beauty. They are provided with an irrigating system supplied from a canal and furnishing an abundance of water at small cost. The lawn surrounding the buildings has been improved and further adorned by trees and shrubbery. Many kinds of trees and shrubs have been successfully introduced, and not only beautify the lawn, but form a valuable field for nature study.

The Buildings

The central building, erected in 1893, contains an assembly hall; class rooms; physical, chemical and biological laboratories; laboratories for domestic economy and for geography; art and music studios; a library, a gymnasium, and offices of administration. The building for

the training school contains a kindergarten suite of rooms, a manual training laboratory, grade rooms for practice teaching and for observation, teachers' offices, and rooms for special purposes.

ADMISSION

The general requirements for admission to a normal school are good health, moral strength of character, sufficient maturity and adequate scholarship.

Age. The law fixes the minimum age of admission for girls at fifteen and for boys at sixteen years.

Health. A certificate of health, signed by a regular physician, is requested of all who apply for admission. A normal school course should promote physical vigor, but is not designed for those in feeble health.

Character. A certificate of moral character is required for admission. The certificate should bear the signature of a responsible person of high standing, and should certify to the candidate's uprightness and worth.

Blanks for certificates of health and character are furnished upon application, and are convenient for those who make out these certificates.

Scholarship. The State Board of Education now requires for admission to the normal schools that the candidate shall have completed the tenth grade of the public school course or the equivalent of this.

Young people who are without high school opportunities at home may attend the Training Department of the normal school, where excellent provision will be found for making the required preparation for regular admission. Anyone holding an eighth grade certificate may be admitted to the ninth grade in the Training Department. Tuition is free here and the cost of books and materials for a year would probably amount to five or six dollars.

Students are admitted by diploma or certificate or by examination.

Admission by Certificate

(a) A diploma of a public high school or other secondary school fully accredited by the Board of Education admits the holder to the advanced courses.

(b) A certificate of honorable dismissal from a state normal school or other institution of equal or higher rank will admit a student to corresponding standing in this institution.

(c) A certificate of good standing in an accredited high school will admit to such standing as justify the student's attainments. One who has completed the tenth grade will be admitted to the freshman class of the elementary course or the complete course; one who has

completed the eleventh grade, to the sophomore class of the complete course.

(d) A first grade teacher's certificate admits to the complete course and to such advanced standing as the student's attainments justify.

(e) A second grade teacher's certificate, provided the holder has completed one year of high school work, will admit the holder to the elementary course. A candidate twenty years of age or older may be admitted to the elementary course without high school preparation, provided he has had special training or business experience deemed equivalent to two years of advanced school training.

ACCREDITED SCHOOLS

The following high schools and academies have been fully accredited by the Board of Higher Education.

HIGH SCHOOLS ACCREDITED FOR FOUR YEARS WORK.

Aberdeen	Goldendale	Ritzville
Anacortes-	Harrington	Rosalia
Arlington	Hillyard	Roslyn
Asotin	Holy names Academy	Seattle
Auburn	Spokane	Ballard
Bellingham	Holy names Academy	Broadway
North	Seattle	Franklin
South	Hoquiam	Lincoln
Blaine	Kalama	Queen Anne
Bothell	Kelso	West Seattle
Bremerton (U. H.)	Kennewick	Sedro Woolley
Buckley	Kent	Shelton
Burlington	Kirkland	Snohomish
Burton (U. H.)	La Conner	South Bend
Camas	Latah	Spokane
Cashmere	Lind	Lewis & Clark
Castle Rock	Lynden	North Central
Centralia	Mabton	Sprague
Chehalis	Marysville	St. Paul's Academy,
Chelan	Monroe	Walla Walla
Cheney	Montesano	Stanwood
Chewelah	Mount Vernon	Stevenson
Clarkston	Newport	Sultan (U. H.)
Cle Elum	North Yakima	Sumas
Colfax	Oakesdale	Sumner
Colville	Odessa	Sunnyside
Coupeville	Olympia	Tacoma
Creston	Outlook	Tekoa
Davenport	Palouse	Tenino
Dayton	Pasco	Toppenish
Deer Park	Pomeroy	Vancouver
Edmonds	Port Angeles	Vashon
Ellensburg	Port Townsend	Waitsburg
Elma	Prosser	Walla Walla
Endicott	Puget Sound Academy	Wapato
Enumclaw	Pullman	Waterville
Everett	Puyallup	Wenatchee
Fairfield	Raymond	Wilbur
Ferndale	Reardon	Winlock
Garfield	Renton	Winslow
Grandview	Richland	White Salmon
Granite Falls	Ridgefield	Woodland

HIGH SCHOOLS ACCREDITED FOR THREE YEARS WORK.

Coulee City, 4 grades	Malden, 3 grades	Selah, 3 grades
Edwall, 4 grades	Mossy Rock, 3 grades	Skykomish, 4 grades
Granger, 3 grades	Orting, 4 grades	
Leavenworth, 3 grades	Prescott, 3 grades	

HIGH SCHOOLS ACCREDITED FOR TWO YEARS WORK.

Bellevue, 2 grades	Issaquah, 4 grades	U. H. S. No. 92, Yakima
Bridgeport, 3 grades	Laurel, 4 grades	County, 3 grades
Conconully, 3 grades	Lebam, 4 grades	Pe Ell 3 grades
Cosmopolis, 3 grades	Lower Natches, 3 grades	Republic, 4 grades
Dryad, 4 grades	Medical Lake, 4 grades	Richmond, 4 grades
Ephrata, 3 grades	Nooksack, 4 grades	Rockford, 4 grades
Eatonville, 3 grades	North Bend, 4 grades	Rochester, 4 grades
Farmington, 4 grades	Okanogan, 4 grades	Toledo, 3 grades
Friday Harbor, 4 grades	Wilson Creek, 4 grades	Thorpe, 4 grades
Ilwaco, 3 grades	Washougal, 3 grades	

HIGH SCHOOLS ACCREDITED FOR ONE YEAR OF WORK.

Edison, 4 grades	Milan, 2 grades	St. Scholastica Academy,
Falls City, 4 grades	Oakville, 4 grades	Colton
Krupp, 3 grades	U. H. S. No. 1, Clarke	Touchet, 2 grades
La Crosse	County	Twisp, 3 grades

GRADUATION

The state normal schools are authorized by law to award certificates and diplomas as follows:

Upon the completion of the elementary course, a certificate to be known as an elementary normal school certificate, which shall authorize the holder to teach in any elementary school for a period of two years; upon the completion of the secondary course, a certificate to be known as a secondary normal school certificate, which shall authorize the holder to teach in the common schools of the state for a period of three years; upon the completion of any advanced course, a diploma to be known as a normal school diploma, which shall authorize the holder to teach in the common schools of the state for a period of five years, and upon satisfactory evidence of having taught successfully for three years, such person shall receive a life diploma countersigned by the Superintendent of Public Instruction. Upon the completion of the work of the junior year any student may be given a secondary normal school certificate by vote of the faculty: Provided, That no one shall receive a diploma or secondary normal school certificate who has not attained the age of nineteen years, and attended the same normal school one full school year of thirty-six weeks: Provided further, That no one shall receive a secondary normal school certificate or a normal school diploma who has not given evidence of ability to teach and govern a school by successful practice in the training department for a period of not less than eighteen weeks.

EXPENSES

Tuition is free.

Registration Fee. A fee of ten dollars is required to be paid by each student as a condition of admission. Five dollars of this is an indemnity deposit which is placed to the student's credit to be returned upon his withdrawal or at the close of the year, less any charges that may be incurred on account of loss or damage to school

property in the hands of the student. Three dollars is applied to the maintenance of the library of the normal school, and the remaining two dollars is placed to the credit of the treasurer of the students' organization.

Laboratory Fees. There are no charges for laboratory privileges except the following fees estimated as not more than sufficient to pay the cost of materials which each student will need to use in doing the work of the several courses: For each semester's work in chemistry, in domestic economy, and in manual training, one dollar.

Textbooks. The regular textbooks required are to be provided by the students. They may be procured, new or second-hand, at the city book stores. The average cost of textbooks varies from year to year and may amount to from three to five dollars each semester.

BOARD

Board and Room. In homes and private boarding houses students obtain board and furnished rooms at prices ranging from about \$4.00 to \$6.00 per week.

Board and Room for Service. A number of students every year secure board in good families for service. Assistance in finding a suitable home will be given gladly to those who apply. In bringing about such an arrangement, it is understood on the one hand that actual service, worth the cost of board, is to be rendered, and that competency, neatness, careful attention to the work undertaken, are assumed, and on the other hand, that the students' services are to be limited to hours agreed upon, so that her school work may not be greatly hindered. Furthermore, the fact should be recognized by the student who undertakes to earn board while attending school, that the time and strength necessary to do this cannot be applied also to study. No one ought to attempt to carry the full work of the class in a normal school while earning one's board. This would be either to invite a breakdown in health or else to undertake a task requiring more intellectual effort than there would be time and strength to accomplish properly.

Housekeeping. Rooms furnished, unfurnished, or partly furnished, suitable for two students, may be rented at prices ranging from \$5.00 to \$12.00 per month and used for housekeeping. In some cases two or three or four relatives or friends have co-operated in this way and made pleasant homes for themselves at moderate cost. Self-boarding, however, is not usually favorable to the best student life and is not recommended for normal students unless the conditions are exceptionally good, and unless those who propose to live this way are particularly hygienic and considerate in their ideas and habits.

Furnished Rooms, not to be used for housekeeping, may be rented at \$8.00 to \$12.00 per month. Usually two persons may divide this rental. A number of such rooms are located conveniently to the Dormitory or the Club House.

Lists of approved boarding places are kept at the principal's office, and assistance in obtaining a boarding place, housekeeping rooms, or opportunity for service in homes will always be given.

Residents of Ellensburg desiring student boarders or to let rooms are accustomed to send to the principal's office the information which will enable the office to refer students seeking such information to them.

The Normal Dormitory

The dormitory accommodates fifty-four students with sanitary, comfortable rooms, which are lighted by electric current and warmed by steam from the central heating plant. The dining room affords seating accommodations for ninety, so other students besides those who occupy rooms in the building are accommodated with board. The kitchen and the dining room are to be enlarged this summer so as to accommodate nearly two hundred boarders.

The rates at the dormitory are:

Board for four weeks.....	\$12.00
Furnished room with steam heat, electric light, two persons occupying a room, each for four weeks..	4.00
Furnished room in cottage on the grounds, for four weeks	3.50

Board and room bills are payable in advance every four weeks. This is requisite in order that purchases may be made upon a cash basis. No deductions are made for absence for less time than a week, nor for withdrawals within a week from the end of the term. Students are advised to make payments by check and on the first of each month, if possible.

Those who room in the dormitory furnish their own linen, towels, napkins and curtains. The beds are single; the windows are of ordinary size, and two yards of curtain material of the usual width is sufficient for a curtain.

A few young ladies who reside at the dormitory have the privilege of serving in the dining room, for which service they receive their board during the time they serve. This privilege is confined to those who have become favorably known as residents at the dormitory and is extended to no one for a longer time than one semester, if there are other applicants thus entitled to the privilege.

Inquiry regarding the reservation of rooms should be addressed to the matron or the principal.

The Normal Club

For several years a club has been maintained on a basis of self-support. The residence leased for the purpose is sanitary, convenient and pleasantly located near the school. It affords accommodations for fifteen persons and a few additional table boarders may be admitted. The prices are:

For table board, per week.....\$3.50

For furnished room with fuel and electric light, per
month of four weeks.....\$4.00 to \$6.00

Occupants of rooms provide linen, towels and curtains.

The Co-operative Club

A Co-operative Club has been in operation during the past three years. The members of the club cook, serve and take care of the house under the direction of a member of the faculty. The cost of materials is assessed to the members pro rata each month. This expense has averaged less than \$2.25 per week for board. The cost of furnished room with light and heat will probably amount to between \$5.00 and \$6.00 per month.

The Students' Organization

There is a permanent organization of the student body known as the Associated Students of the Washington State Normal School at Ellensburg, Washington. The payment of the registration fee to the school is the only condition to membership. Membership entitles the student to participate in all of the voluntary activities of the students under the constitution adopted by the organization.

For the encouragement of the various voluntary student activities two dollars of each registration fee is paid into the treasury of the student organization, whose treasurer is according to the constitution a member of the faculty. The amount thus produced is divided into five equal amounts to produce the following funds: Twenty per cent provides an athletic fund; twenty per cent, a students' publication fund; twenty per cent, a students' reading, oratory and debating fund; twenty per cent, a students' lecture fund; and twenty per cent, a reserve fund, to be applied by vote of the executive committee of the Associated Students, with the approval of the principal of the normal school, to whatever student activity or activities are deemed most deserving of such support. At the end of the school year all balances in these funds are returned to the library fund of the normal school.

RELIGIOUS PRIVILEGES

There are in Ellensburg churches of the following names: Baptist, Christian, Christian Science, Episcopal, Lutheran, Methodist, Presbyterian, and Roman Catholic. It is earnestly advised that a letter from

the home pastor be presented to the pastor of the chosen church in Ellensburg that the student may without delay find a regular place of worship.

The school branch of the Y. W. C. A. holds weekly meetings open to all. This organization is looked upon as an effective aid to Christian living.

The Y. M. C. A. of the city welcomes young men to its various classes and activities, and offers excellent dormitory accommodations to young men.

BIBLE STUDY

Special provision has been made for systematic Bible study in classes organized in several of the Sunday schools of the city. The purpose of this is twofold; first, to encourage the study of the Bible, and second, to promote the habit of church and Sunday school attendance.

Two credits may be earned each year in this department upon the following conditions:

1. Regular attendance as a member of a normal students' class in one of the Sunday schools.
2. Satisfactory work in the class.
3. The writing of a thesis upon a topic connected with the course pursued.

This work is under the general direction of a board composed of three members of the faculty and the pastors of the churches; and the character of the work accomplished by each student is passed upon by a committee composed of the same faculty members and the pastor of the church whose school the student attended.

Classes were maintained through the past year in the Baptist, Christian, Episcopal, Methodist and Presbyterian churches; fifty-five normal students attended these classes and twenty-four of them received credit; the others did not write the thesis required for credit.

The course this past year was upon the Old Testament. Classes will be organized upon the first Sunday after the opening of school next year to study the New Testament.

REGULATION OF CONDUCT

The normal school prepares students to assume responsibility for the conduct of others. For this reason it is thought advisable to put into the hands of the students, as far as practicable, responsibility for the good order of the school. Training in self-control, in discretion and thoughtfulness is as important and sometimes quite as necessary for those who are admitted to normal schools as instruction in psychology or methods.

Students in a normal school should not be dependent upon teachers

in the matter of behavior. Each one should assume his share of responsibility for the reputation of the school as a social as well as an educational institution. Liberty to manifest the disposition and exercise the judgment is necessary for the development of social order and leadership, which are great factors in the education of teachers. Hence normal students must not be hedged about by prohibitions to protect their reputation as discreet and trustworthy persons fit for social leadership. On the other hand, the character and good name of the institution as a place where high standards of conduct prevail, must be protected. Conspicuous lack of the will or the ability to observe the proprieties of school life is considered evidence of unfitness for the vocation of teaching.

General Assembly

Twice a week, on Tuesday and Thursday, at 8:30 a. m., the faculty and the students assemble for a brief devotional service, for announcements and other purposes. Frequently a short address is given and occasionally some musical or other entertainment is offered.

This assembling of the entire school as often as twice a week at least, is regarded as of such importance in promoting general acquaintanceship and fellow feeling and school spirit, as well as in providing opportunity for current information and instructions, that it is not left to the choice or convenience of the moment whether or not to attend, but all except those whose assignment to other duties or whose state of health prevents are expected to be present.

Calls for general assembly when occasions justify are given by the bells.

Student Assembly

Besides the opportunity given by the literary societies, a student assembly is held for a literary program and parliamentary practice. This assembly is for all students except those teaching in the training school during the period, one day each week. The assembly is managed by the students, somewhat under the supervision of a faculty committee. The officers are elected from the students monthly and are president, vice-president, secretary, sergeant-at-arms and assistant sergeant-at-arms. Only seniors are eligible to the presidency, but there are no restrictions as to the other offices.

The object is to furnish the students an opportunity of learning practically something of the management of public bodies, and to give them practice in the delivery of their own productions. Sometimes a portion of the period is occupied by an address by a visitor.

Lectures and Entertainments

An excellent lecture and entertainment course was given at the normal school last year, the Chamber of Commerce of the city co-

operating with the school in securing the numbers, which were as follows: Strickland W. Gillilan, humorist; the Ernest Gamble Concert Company, Hon. J. Adam Bede, the Fellows Concert Company, Ross Crane, the cartoonist; Dr. Harvey P. Wiley, and the Roney Boys.

The course arranged for 1913-14 includes the following numbers: Hon. Champ Clark, Ralph Parlette, Montraville Wood, Montaville Flowers, The Four Artists, Kryl and company, and the Weatherwax Quartet.

In addition to the lecture course the students are privileged to attend other excellent entertainments during the school year. During the past year a number of concerts and lectures of special merit have been given. The musical organizations of the school take a prominent part in various public entertainments. The operetta "Captain of Plymouth" was given by the junior class, assisted by the Treble Clef and Glee Club, and the senior class presented the play "Cymbeline" during the year.

THE COURSES TABULATED

The courses adopted by the State Board of Education for the normal schools of this state are here presented in tabular form as they are carried into effect in this school. The work is set forth in detail under the several departments beginning on page 26.

The work of each department embraces several courses, which are designated by Roman numerals. The Arabic figures in the following tables denote the number of credits allowed for the course when it has been successfully carried through a semester.

THE ELEMENTARY COURSE

This course is designed for students who have not completed a high school course, but who have attained physical and intellectual development sufficient to warrant their attempting to make partial preparation for teaching with the view of working up to fuller preparation by teaching. The certificate obtained on the completion of this course is good for two years only.

Admission to the course may be secured by:

1. Completion of the tenth grade in an accredited high school.
2. One year of accredited high school work and the holding of a second grade teachers' certificate; or
3. Special training or practical business experience deemed by the normal school authorities to be equivalent to two years of training above the common schools: Provided, That such applicants shall not be less than twenty years of age.

Freshman Year

First Semester		Second Semester	
History VI	4	English VI and VII.....	5
Chemistry IV	5	Physics II	4
Art I	3	Mathematics III	5
Oral Expression I.....	2	Music II	2
Physical Culture I.....	2	Elective	4 to 6
Elective	4 to 6		

ELECTIVE WORK

English IIb	0	English XVIII	2
English III	3	History VII	2
Zoology II	3	Nature Study and Agric. III..	5
Domestic Art I or II.....	2	Domestic Science I or II.....	2
Manual Training I.....	2	Domestic Art II or III.....	2
Music I	2	Manual Training	2

Sophomore Year

First Semester		Second Semester	
English V and VIII.....	5	History V	3
History IV	2	Education V	3
Education I	4	Agriculture III	5
Geography II	3	Mathematics VI or VII.....	4
Music III	2	Oral Expression II.....	2
Elective	4 to 6	Physical Training II.....	2
		Elective	1 to 3

ELECTIVE WORK

Mathematics X	4	English XVIII	2
Mathematics XI	2	English VI and VII.....	5
Art IV or V.....	2	Domestic Science or Art.....	2
Domestic Science or Art.....	2	Manual Training	2
Manual Training	2	Music IV or V.....	2

Maximum hours, 25; maximum credits, 22.

SECONDARY COURSE

Regular preparation for admission to this course consists of three years of secondary or high school work based upon the following requirements: English, three years; mathematics, two and one-half years; science, one year; history, one year; electives, four years.

A student having completed two years of high school work may be admitted to the freshman year of the complete course and pass to the sophomore year of the secondary course.

Sophomore Year

First Semester		Second Semester	
Biology IV	4	English V and VIII.....	5
Physiography III	5	Education I	4
Mathematics X or XI.....	2	Biology V	4
Art II	2	Mathematics VI and VII.....	4
Physical Training II.....	2	Elective	3 to 5
Elective	5 to 7		

ELECTIVE WORK

English Iib	0	English IV	3
English III	3	Latin or German.....	3
Latin or German.....	3	History XI	3
History X or III.....	3	Mathematics XIII	2
Mathematics X or XI.....	2	Art VI	2
Art IV or V.....	2	Music III	2
Oral Expression IV or V.....	2		

Junior Year

First Semester

English XI and XII.....	3
History VIII	2
Education II	4
Education X	1
Physical Training III.....	2
Teaching I	5
Elective	3 to 5

Second Semester

English IX	3
History IX	3
Education III	3
Geography II	3
Art VII	2
Music VI	2
Oral Expression III.....	2
Elective	2 to 4

ELECTIVE WORK

English XIV	2	English XV	2
English XXII	2	Latin or German.....	3
Latin or German.....	3	Sociology II	1½
Nature Study VIII.....	2	Horticulture	3
Agriculture	3	Chemistry V	3
Chemistry IV	3	Art VI	2
Art IV, V or III.....	2	Physical Training IV.....	1

Maximum hours, 25; maximum credits, 22.

ADVANCED COURSE I

For graduates of accredited four-year high schools and those having equivalent preparation. Designed to give adequate preparation for teaching intermediate and grammar grades of the public schools

Junior Year

First Semester

English V or X.....	2
Education I	3
Biology IVa and Va.....	4
Mathematics VI and VII.....	4
Art III	3
Oral Expression III.....	2
Physical Training III.....	2
Elective	0 to 2

Second Semester

English XI and XII.....	3
Education II	4
Education X	1
Teaching I	5
Geography II	3
Music VI	2
Elective	2 to 4

ELECTIVE WORK

Agriculture	2	Horticulture	2
Domestic Art	2	Manual Training	1
Manual Training	2	Art VII	2
Music IV or V.....	2	Oral Expression	2
		Manual Training	2
		Physical Training IV.....	1

Senior Year

Section A

First Semester

Education VIII	3
Teaching II	10
Education XI	2
Biological Science VI.....	2
Elective	3 to 5

Second Semester

English XVII or XIII.....	3
Education IX	3
Sociology I and II.....	3
Art IX	2
Music VII	2
Oral Expression IV.....	2
Physical Culture V.....	1
Elective	4 to 6

Section B

English XVII or XXVIII.....	3
Education VIII	3
Sociology I and II.....	3
Art IX	2
Music VII	2
Oral Expression IV.....	2
Physical Culture V.....	1
Elective	4 to 6

Education IX	3
Teaching II	10
Education XI	2
Biological Science VI.....	2
Elective	3 to 5

Maximum hours, 25; maximum credits, 22.

ADVANCED COURSE II

Identical with Advanced Course I, except as modified to qualify teachers for primary work

ADVANCED COURSE III

A one-year rural school course for graduates of fully accredited high schools who desire a secondary certificate at the end of the junior year.

Those who complete this course creditably and who possess maturity and strength, and who in practice teaching give reasonable assurance of success in rural school work, may obtain a secondary certificate. Those who undertake this course in one year should not at the same time undertake extra school work or outside work.

First Semester

English V or XIV.....	3
English IIB.....	0
Education I	3
Nature Study and Agric.....	3
Geography I	2
Mathematics VI and VII.....	4
Art III	3
Physical Culture III.....	2
Elective	1 to 4

Second Semester

Education III	3
Education X	1
Psychology II	2
Teaching I	5
Biology IVa and Va.....	4
Art X	2
Music III	2
Oral Expression III.....	2
Elective	2

ELECTIVE WORK

Domestic Art I.....	2	Treble Clef	2
Manual Training	2	Domestic Science	2
Music III	2		

Those who take this course and receive secondary certificates may make full senior standing by earning two additional credits in psychology and two in English either in a summer session or by correspondence.

Maximum hours, 25; maximum credits, 22.

THE COMPLETE COURSE

This course requires four years of normal work beyond the tenth grade. It is designed to furnish a broad and thorough training for teaching and a good foundation for advancement to higher educational work. Graduates of this course should be specially well prepared for a university course in education. It includes substantial work in science—chemistry, physics, physiology and biology—in art, music, and physical culture, as well as in English, mathematics, education and history. Advanced work in Latin and German, courses in manual training and domestic arts, and in bookkeeping and business methods are offered for election.

For admission to the course two years of accredited high school work is required. This preparation may be made by taking the work of the ninth and tenth grades in the training department.

Freshman Year

First Semester

History VI	3
Chemistry IV	5
Art I	3
Physical Culture I.....	2
Oral Expression I.....	2
Elective	5 to 7

Second Semester

English VI and VII.....	5
Physics II	4
Mathematics III.....	5
Music II	2
Elective	4 to 6

ELECTIVE WORK

Latin V or German I or III...	3	Latin VI or German II or IV..	3
English III	3	History VII	2
Music I or II.....	2	Manual Training (4 hours)...	2
Domestic Art III (4 hours)...	2	Domestic Economy (4 hours)..	2
Manual Training (4 hours)...	2	Nature Study and Agric. III..	5
English XVIII	2		

Sophomore Year

First Semester

Biology IV	4
Physiography III	5
Art II	2
Mathematics	2
Physical Training II.....	2
Elective	5 to 7

Second Semester

English V and VIII.....	5
Education I	4
Biology V	4
Mathematics VI and VII.....	4
Elective	3 to 5

ELECTIVE WORK

Latin VII or German III or V.	3	English IV	3
History X or III.	2	Latin VIII or German IV or VI	3
Art IV or V.	2	History XI	3
Mathematics X 4; or XI.	2	Music V	2
Manual Training (4 hours)	2	Mathematics XII	3
Domestic Economy (4 hours)	2	Manual Training (4 hours)	2
Oral Expression II.	2	Domestic Economy (4 hours)	2
Athletics (4 hours)	2	Athletics (4 hours)	2

Junior Year

First Semester

English XI and XII.	3
History VII	2
Education X	1
Teaching I	5
Psychology II	4
Physical Training III.	2
Elective	3 to 5

Second Semester

English IX	3
History IX	3
Education III	3
Geography II	3
Art VII	2
Music VI	2
Oral Expression III.	2
Elective	2 to 4

ELECTIVE WORK

English XIV	2	Latin X or German VI or VII.	2
English XXII	2	Art X	2
Latin IX or German V or VII.	2	Domestic Economy	2
Art III, IV or V.	2	Manual Training	2
Domestic Economy	2	Music VIII	2
Manual Training	2	Physical Training IV.	1

Senior Year

Section A

First Semester

Education VIII	3
Teaching II	10
Education XI	2
Biological Science VI.	2
Elective	3 to 5

Second Semester

English XVII or XIII.	3
Education IX	3
Sociology I and II.	3
Art IX	2
Music VII	2
Oral Expression IV.	2
Physical Culture V.	1
Elective	4 to 6

Section B

English XVII or XIII.	3	Education IX	3
Education VIII	3	Teaching II	10
Sociology I and II.	3	Education XI	2
Art IX	2	Biological Science VI.	2
Music VII	2	Elective	3 to 5
Oral Expression IV.	2		
Physical Culture V.	1		
Elective	4 to 6		

Maximum hours, 25; maximum credits, 22.



The Dormitory.

SENIOR ELECTIVE WORK

First Semester		Second Semester	
English XIX	2	English XV	2
English XIV	2	English XVI	1
English XXII	2	Latin VI or VIII	3
Latin V or VII	3	German IV or VI	3
German III or V	3	History IX	3
History VIII	2	Education VII	2 to 4
Education IV	2	Kindergarten	2 to 5
Education VI	2 or 4	Economics III	2
Biological Science IX	2	Geology IV	3
Kindergarten	2 to 5	Art VI, X, XI or XII	2
Economics III	2	Mathematics IVa or b	2
Astronomy V	3	Domestic Science	2 or 4
Mathematics XIII	3	Domestic Art	2 or 4
Art IV, V or VIII	2 or 4	Manual Training	2 or 4
Domestic Science	2 or 4	Physical Training	2
Domestic Art	2		
Manual Training	2 or 4		
Music VIII	2		
Physical Training	2		

Two credits are allowed students each year for work in Treble Clef, Glee Club, athletics and Bible study.

ADVANCED COURSE OF THREE YEARS

The State Board of Education has recently approved an outline of a three-years advanced course. It is designed to provide for those who wish it more thoro and more special preparation for elementary school work than is possible in two years. The admission requirements to this course are the same as to the two-years advanced courses.

The outline prescribes one hundred and eight credits, seventy-eight required and thirty elective. This will insure a substantial general preparation for the responsible work those who pursue this course will expect to do, and will afford opportunity to specialize sufficiently to become expert in one or two lines.

This course will afford the opportunity desired by normal school students and graduates who realize that an additional year of normal school preparation would bring them within reach of more desirable positions, afford them more congenial work and furnish them a better basis for future promotion and larger usefulness and influence.

This school will offer this coming year such additional training in three or four special lines, one of which will be in the Department of Education, and will have in view a sufficient basis for supervisory and administrative work.

Further information concerning this course will be furnished later in the summer to those who request it.

THE WORK OF THE DEPARTMENTS OUTLINED

LANGUAGE AND LITERATURE ENGLISH

DR. HARRIS and MISS WILSON

The work of the English Department is directed toward two ends: (1) The development of the habit of direct, clear and interesting expression; with such knowledge of great literature as shall furnish to the student food for thought and standards of expression. (2) Such knowledge of the principles that underlie the attainment of clearness and interest in expression, and of the qualities that make for greatness in literature, as shall form a basis for future teaching and an aid to the formation of ideas of method, not forced and formal, but individual and personal.

I. Rhetoric. The purpose of this course is to teach the method of simple, direct and accurate expression. Constant practice in oral and written composition is required. Four credits.

IIa. A continuation of Course I. In both I and IIa specimens of good writing are studied and a practical application is made of the principles learned from such study. Four credits.

IIb. This course is supplementary to I and IIa, and is intended to give drills in grammatical usage, spelling, punctuation, penmanship, and, in general, in the mechanics of writing, to those who may need such training.

III. American Literature. This course is intended to give a general view of American literature. It is pursued by means of class study, more rapid reading out of class, and weekly expository papers. Two extended essays are required during the semester, which shall be the outgrowth of the work done out of class. Three credits.

IV. A continuation of English III. Two extended essays are required during the semester, as in III, in addition to the weekly exercises. Three credits.

The courses outlined above are given in the Training School under the supervision of the department.

V. The Story and Story Material. The main purpose of this course is to give the student a critical knowledge of the educational value

of the various types of story and a knowledge of books that may serve as sources of information on the story form and story material. Two credits.

V-K. A course in the story and story method, for kindergarten and primary. (See Kindergarten Course.)

VI. Nineteenth Century Writers. Tennyson's Gareth and Lynette, Launcelot and Elaine, and The Passing of Arthur; Carlyle's Essay on Burns, and some of Burns' best lyrics. Weekly themes, and two extended essays will be required, as in Course III. Two credits.

VII. Nineteenth Century Writers. Some of the shorter lyrics of Wadsworth, Shelly and Keats, and Arnold's Essays on Wadsworth and Keats, and Sohrab and Rustum. Three credits.

(Course XVIII may be substituted for VI or VII.)

VIII. A course in the history of the development of the vocabulary and grammar of the English language; intended to give a basis for language teaching, through a knowledge of the development of language forms. Three credits.

IX. The History of English Literature from Chaucer to Pope. This course includes an extensive study of masterpieces and rapid supplementary reading. Three credits.

X. The history and principles of language teaching in the grades. Two credits.

XI. Argumentative Masterpieces. One and one-half credits.

XII. Argumentation and Debating. This course has for its purpose a classification of the intellectual processes and the development of power of expression through the practice of argumentation and debate. Foster's Argumentation and Debating is used as a reference text in this course and in Course XI. Requisite, Course XI or its equivalent. One and one-half credits.

XIII. Dramatic Literature. An endeavor to show the course of the development of the English drama to its culmination in Shakespeare and the close relation of the drama to life. Two credits.

XIV. A course in daily theme writing. This course is open to students who have courses I and IIa or their equivalent. It includes discussion of method of teaching composition (oral and written) in the grades.

XV. Milton's Paradise Lost and Other Poems. An intensive study of environment and life experiences on the mind of Milton. Open as an elective to juniors and seniors. Two credits.

XVI. The teaching of English in the secondary schools. This course is conducted by means of lectures, reading, discussion and written work, and includes both theory and a history of method.

One credit.

XVII. A study of the poems of Robert Browning. This course is alternated with the course in the history of the drama, and is open to seniors as an elective, or will be accepted for regular senior English.

Three credits.

XVIII. Macbeth and Julius Caesar. This course will be accepted as a substitute for English VI or VII.

Two credits.

XIX. A review of English grammar. All students will have an opportunity to observe and discuss English teaching in the Training School.

Two credits.

XX. A correspondence course in English composition. Students taking this course should submit thirty-six papers written in accordance with the assignment of the instructor, and composed and corrected in connection with the study of Baldwin's Writing and Speaking. When taken by high school graduates, who have received the secondary certificate, or who have accomplished satisfactorily other work in the normal school, this course counts

Two credits.

XXI. A correspondence course in the history of the modern novel. This course, like XX, is intended for those who have been granted a secondary certificate, or who have accomplished satisfactory work in the normal school and are desirous of extending their course through correspondence work. When satisfactorily passed by such student, this course counts

Two credits.

XXII. An advanced course in the History of American Literature. This course is offered in the belief that a teacher in an American school needs to possess a well grounded knowledge of American literature, if she is to make the student under her truly American in ideals and interests. Open to election by juniors and seniors.

Two credits.

LATIN

DR. HARRIS and MISS WILSON

The work in this department is co-ordinated with the English Department in the belief that, in a normal school, the study of the classical languages should be made a means toward an added efficiency in the use of English, and toward a wider understanding of the meaning and growth of the English vocabulary and of grammatical forms in English.

I. A course in Beginner's Latin, including simple Latin composition. Five credits.

II. Continuation of Course I, supplemented by readings in Viri Romae. In both Course I and II attention is given to stymology, and to the kinship between Latin and English. Five credits.

III. Caesar's Commentaries and Prose Composition. The knowledge of forms gained in the first year is extended, and an effort is made to enable the student to understand the characteristic idioms, especially the forms of indirect discourse, and to cultivate the habit of translating into good, idiomatic English. Four credits.

IV. A continuation of Course III. These two courses cover the first four books of the Commentaries. Four credits.

V. Cicero's Orations. Three credits.

VI. A continuation of Course V. In these two courses, five orations are read, usually the four Cataline Orations and one other. An attempt is made to make the reading not merely a linguistic exercise, but a study of literature as well; attention is also given to idiomatic English translations. Three credits.

VII. Virgil's Aeneld. Three credits.

VIII. A continuation of Course VII. As in the reading of Cicero, this course is intended to be a study of Latin literature, as well as a linguistic exercise, and aims also at giving the student practice in translating into idiomatic English prose. Three credits.

GERMAN

MISS MEISNER and MR. DALLAS

German as well as Latin is included in the course largely for the enrichment of the student's life and thought, and for the broadening of his sympathies and interests. He studies foreign languages in order that he may better understand English, and better appreciate literature, art and life.

I. During the first weeks, chief stress will be laid upon the acquiring of a correct pronunciation. Special attention will be given to the proper placing of sounds which have no equivalent in the English language. An effort will be made to have German the class language as soon as possible. German expressions will be substituted for the English as soon as the class have become familiar with them. It is expected that German will largely be used in class by the second semester. As an aid in the acquiring of the German idiom, and to assist in enlarging the vocabulary, short selections of prose and poetry will be memorized by the class. The principles of grammar will be derived from the reading. This work will be supplemented by the

use of Becker-Rhoades Grammar for reference and for further application of the forms learned. Besides the reading gathered from the observation and conversation lessons, the class will read Volume I of Guerber's *Märchen und Erzählungen*. Five credits.

II. The work of this course will be a continuation of that outlined above. The reading will be from Müller and Wenckebach's *Glück Auf*, and from Bacon's *Im Vaterland*. Five credits.

III. Here, as in the first year's work, German will be dealt with as a living tongue and will be spoken in class. Frequent lessons in conversation will be given. These will be based upon stories told and retold, descriptions of familiar places, personal experiences, stories of German life, customs, history and literature. Thomas' German Grammar will be studied. The reading of this course will include: Selections from Hewett's German Reader; *Höher als die Kirche*. Good selections of prose and poetry will be memorized. Much attention will be given to the writing of German composition and letters. Three credits.

IV. Continuation of lessons in conversation, grammar and composition as outlined above. Reading: Storm's *Immensee* and Chamisso's *Peter Schlemihl*. Three credits.

V. The work of this year will be very largely a study of German literature. The aim will be to give a general survey of its development from the time of the old folk epics to the present in order that the students may be intelligently conversant with the greatest writers. Keller's *Bilder aus der Deutschen Literatur* will be used for reference. A more detailed study will be made of the life and works of Schiller. The reading will consist of selections, illustrative of the periods studied in literature, and a special study will be made of Schiller's *Lied der Glocke*. Some supplementary reading of German magazines and newspapers will be done by the students and oral and written reports of these given to the class. The written work of the year will be based on the study of German literature and the general reading. Two credits.

VI. Continuation of study of German literature with collateral readings. Study of Schiller's *Wilhelm Tell* and Jungfrau von Orleans. Two credits.

HISTORY

MISS BULLOCK

The chief aim of the following courses is to awaken interest in historical study. By the study of a few representative peoples, ancient, medieval, and modern—this study including rather ample reading in the historical literature provided in the library—the student should

become interested in the great concerns of humanity and thus be prepared to study our own country with appreciation and in true perspective. This will afford a basis for the consideration of method and material for teaching history thru the grades.

Provision for a thorough review of the history of the United States, also for the study of the history, constitution and public school system of the State of Washington, is now made in the regular course of those who require it.

I. Greek History. A study of the people, their country life, art, achievements, and contributions to the progress of the world. The special aim of this course is to introduce the student to the method of historical study. With this aim in view, literature and illustrative material have been selected and arranged, and earnest efforts are made to awaken the historic spirit and cultivate interest in research.

Three credits.

II. Roman History. A study of the Roman people from earliest times down to the fall of Rome. The method and aims of this course are similar to those in Course I.

Two credits.

III. Mediaeval European History. The method is the same as that pursued in Courses I and II. A broader view of the field is taken, and the characteristics and the distribution of the great peoples of the world are considered as full as time permits.

Three credits.

IV and V. The United States. These two courses are provided for those who desire to secure elementary certificates. They include a review of the earlier periods of the history of the United States and a fuller study of the national period. Throughout these courses attention will be given to methods of study and teaching in the elementary schools. Course IV, two credits; Course V, three credits.

VI. English History. A study of early English history from its beginning through the period of the Tudor reigns. In this course emphasis is laid upon the development of the English constitution from its Anglo-Saxon foundations and upon the industrial evolution of England.

Three credits.

VII. English history from the close of the Tudor period to modern times.

Two credits.

VIII. United States History and Civics. The period of the establishment of the national government and of the nation's development until the middle of the nineteenth century. This course is given in the second year of the secondary course and in the junior year of the complete course. These classes, having obtained a view of the world, ancient and modern, and having been broadened and matured by studies in related departments, should be prepared to view the devel-

opment of our nation and study its progress with appreciation. Our government, both state and national, are studied in connection with their historical development. Two credits.

IX. This course aims to provide for a summing up of the work of the United States history in its relation to the histories of other nations, and for a consideration of the values and methods of history teaching in elementary schools. Three credits.

X. An intensive study of the history of an Oriental or a classical people. Two credits.

XI. An intensive study of some modern topic, as the history of Europe during the nineteenth century. Three credits.

XII. History and Methods. This course is intended to provide for consideration of the best methods of history teaching. The nature and value of history, the best methods of securing profitable study of history are discussed, and the students are guided in the use of sources, maps, charts, outlines, pictures and literature, and in the selection of topics for primary, grammar, and high school grades. A consideration of one of the more important periods of United States history is made the basis of this work. Three credits.

XIII. United States Colonial History. An intensive study of the colonial period of United States history from 1607-1775 is provided for those who desire such a course. The motives and methods of colonization, and the government, manners and customs of the colonists will be studied. Original sources will be consulted wherever it is possible.

ART

MISS STELLAR

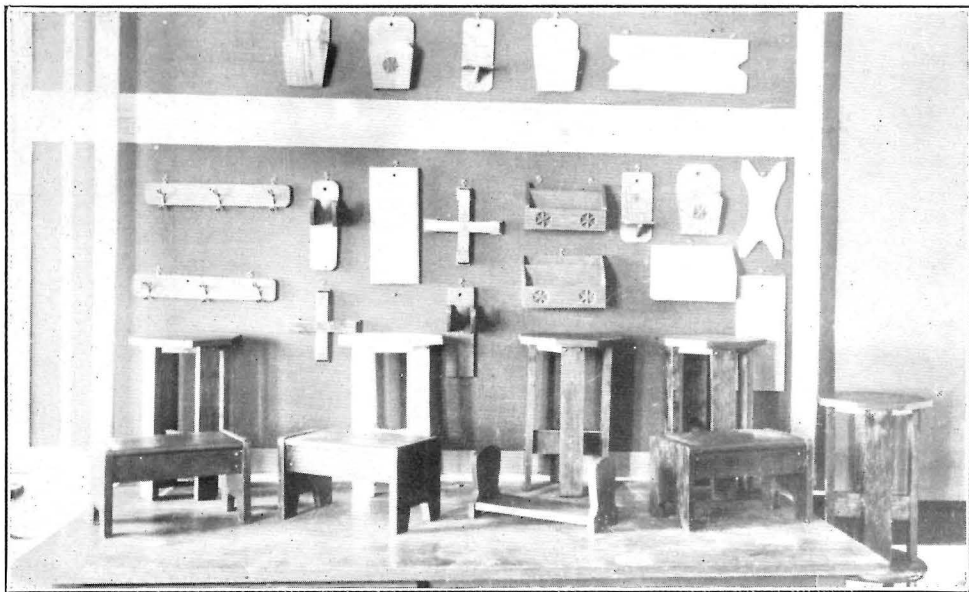
I. Object drawing. Plant forms, still-life, interiors. Window and out-of-doors sketching of houses, streets, etc. Rapid memory sketching. Study of the principles of free hand perspective. Selection and arrangement. Handling of pencil, charcoal and colored crayons. Three credits.

II. Principles and practice of design and color. Craft problems in stencil, wood block print, leather, clay, etc. Two credits.

III. Object and figure drawing and illustration. Study of advanced perspective. Pictorial composition in line, dark and light, and color. Pencil, charcoal, water-color and blackboard work. Three credits.

IV. Clay modeling. Two credits.

V. Weaving in basketry and on looms. Two credits.



Sixth Grade Work under Student Teacher.



The Shop.

VI. Drawing and painting from still life and flowers, and from the figure. Out-of-door sketching. Charcoal, colored crayons, water-color, or oil. Prerequisite—courses I or III. Two credits.

VII. Design. Advanced course. Problems relating to the decoration and furnishing in the home and the school. Aesthetic science department. Study of design as related to structure, and study of color harmony. Two credits.

VIII. History of Art. Two credits.

IX. Art Methods. Two credits.

X. (a) A brief course in the principles of design. (b) Methods of teaching art in rural and graded schools. Two credits.

XI. Leather Work. Prerequisite—Courses II or VII. One credit.

XII. Book-binding. Prerequisite—Courses II or VII. One credit.

Provision is made for students who wish to prepare for supervision of art in the public schools.

MANUAL TRAINING

PROFESSOR WHITNEY

The courses in manual training have in view skill in the use of tools, but their chief aim is the culture and greater capabilities of the student. His outlook will be broadened, his respect for rough labor will be increased, and he will discover some of the relations of industrial to social life.

I. Bench Work in Wood. This course includes mechanical drawing; the handling of bench tools; tool processes, taught by lecture and exercise; then by working out projects chosen by the student. Some time is given also to the study of forestry, lumbering, and the qualities and grains of woods. Two credits.

II. Cabinet Making and Wood Turning. Two credits.

III. This course embraces: Mechanical drawing, geometrical constructions, isometric projection, cabinet projection, orthographic projection, working drawing, lettering, and modern shop standards. Two credits.

IV. Work in metals—in bent iron and in sheet metals. Two credits.

V. Wood Carving. Two credits.

VI. History and Methods of Manual Training in Elementary Schools. This course is designed to prepare teachers to plan and conduct courses in hand-work, including paper and cardboard construction, weaving, knife-work, and, to a limited extent, bench-work in the grades.

DOMESTIC ECONOMY

MISS BEDELL

Domestic Science

Course I. One and one-half hours, twice a week. Recitations and lectures on food, necessity for cooking, combustion, food principles, vegetables, starch, gelatine, sugar cookery, serving, etc. Practical work in carrying out these principles. Serving of simple meals.

Two credits.

Course II. One and one-half hours, twice a week. (1) Study of proteins, illustrated by cooking of eggs, milk, cheese, meats, etc. (2) Study and preparation of batters, doughs; different methods of making light; value of each. (3) Practical lessons in bread making.

Two credits.

Course III. One and one-half hours, twice a week. (1) Study of fats—composition, value, sources, combination in cookery; uses of vegetable oils, methods of cooking in fat. Illustrated in salads. Desserts with cream, pastry and cakes. (2) Study of foods rich in mineral matter and physiological value. (3) Elementary lessons in laundry work.

Two credits.

Course IV. One and one-half hours, a week. (1) Household sanitation. Situation, plumbing, ventilation, disposal of waste, etc. (2) Planning and serving of menus. (3) Selection and buying of food. (4) Preparation of desserts, puddings, ices, etc. (5) Preserving and canning fruits. (6) Elementary work in invalid cookery. (7) Computing of dietaries. (8) Methods of teaching.

Two credits.

Course X. (For Junior D.) One and one-half hours, twice a week, for one quarter. Course designed to meet the rapidly growing demand for the school lunch in rural schools. Each food principle is taken up, the fundamental principles involved in its cookery, and its relation to the body is emphasized. Combinations of food principles are then studied with some practical work in the preparation and serving of the luncheons best adapted to meet the requirements of the rural school.

One credit.

Domestic Art

Course I. One and one-half hours, twice a week. (1) Pattern drafting. (2) Simple dressmaking—fancy apron, corset cover, gown, princess slip. In these garments work is required in setting in lace insertion, sewing on lace edge, tucking, etc. (3) Textiles—study of fibers and their classification.

Two credits.

Course II. One and one-half hours, twice a week. (1) Drafting and designing of patterns (continued). (2) Simple dressmaking—petticoat, shirt waist of washable material. (3) Study of textiles.

Two credits.

Course III. One and one-half hours, twice a week. (1) Pattern drafting—more difficult work. (2) Advanced dress making—shirt waists, wool skirt, party dress.

Two credits.

Course IV. One and one-half hours, twice a week. Prerequisite Art III or its equivalent. (1) Art needlework. (2) Advanced drafting. (3) Tailoring. (4) Review of textiles. (5) Methods of teaching.

Two credits.

Course X. (For Junior D.) One and one-half hours, twice a week for one quarter. Special preparation for rural schools. (1) Drafting of patterns. (2) Study of textiles. (3) Making of simple garments.

One credit.

Course XI. (Special senior work.) One and one-half hours, twice a week. (1) Pattern drafting. (2) Study of textiles. (3) Garment making—shirt waist suit or shirt waist and petticoat, graduation dress.

Two credits.

MUSIC

MISS ENSLE

I. Music notation, beginning ear training, sight reading in the nine common keys, study of the major mode.

Two credits.

II. Beginning harmony, study of key, major and minor, intervals, chords, dictated melodies, sight reading, part singing.

Two credits.

III. Methods of teaching music in the rural school. Sight reading and methods for all grades. Material studied in class to meet the needs of rural schools. Biographies of best known composers. Prerequisite—Courses I or II.

Two credits.

IV. Primary methods. Problems of grades one, two and three are taken up in class. Study of material, child voice, biographies of best known composers. Work in practice teaching. Prerequisite—Courses I or II or the equivalent.

Two credits.

V. Grammar grade methods. Problems of grades four, five, six, seven and eight are taken up in class. Study of material suitable for the grade, child's voice, biographies of best known composers. Work in practice teaching. Prerequisite—Courses I or II or the equivalent.

Two credits.

VI. Public school methods. Problems of all grades are presented. Voice work in class. Text: Manual of School Music by Rix. Prerequisite—Courses I or II or the equivalent.

Two credits.

VII. Public school methods in music. Problems of the grammar grades and high school. Musical History (from text). Voice work in class. Work in practice teaching. Two credits.

VIII and IX. Advanced elective courses designed for those who desire to prepare for special teaching or supervision of music in the public schools. Two credits.

EXPRESSION AND PHYSICAL TRAINING

MISS HUTCHINSON

This department is maintained to promote health, correct bearing, grace of movement, and effective expression. It seeks to establish a sufficient physical basis for the capable teacher by teaching the student to live hygienically. It seeks to develop the student's power through effective expression of himself in movement, voice and speech. It would cause each member of the school to become an influential personality through true culture made effective in natural expression.

Oral Expression

This department bases its instruction upon the law "impression precedes expression." It agrees with the pedagogic principle, that growth must be free, and from within outward—by organic change, not by mere accretion.

I. Vol. III, Evolution of Expression, Emerson. Reading from the printed page and interpretation of short lyrics. Breathing, voice for tone production. Two credits.

II. Vol. IV, Evolution of Expression, Emerson. Interpretation from the printed page and from memory. Story-telling, extemporaneous and impromptu speaking; breathing; tone placing. Two credits.

III. Lessons in Vocal Expression, Curry. Interpretation from the printed page. Methods in teaching public school reading. Careful attention paid to ease in voice production. Two credits.

IV. Foundations of Expression, Curry. Study of the principles of pedagogy and their application to the teaching of expression. Practice teaching in class, with criticism and suggestion from teacher. Two credits.

V. The study and presentation of a classic drama by the senior class. One credit.

PHYSICAL EDUCATION

Every student upon entering the school is examined, measured, and the strength of each group of muscles tested, and a record made of the student's physical development.

This department attempts to promote health and develop strength by means of:

1. Instruction in hygiene, talks on exercise, relaxation, baths (hot, cold, salt, friction, air and sun), ventilation, food and dress.

2. Training in the gymnasium, freehand calisthenics, Swedish free exercises, German gymnastics, fancy steps and marches, folk dances, gymnastic games, playground activities, wand drills, dumb-bell drills, bar-bell drills, Indian clubs, fencing, special correction or remedial exercises.

At intervals, throughout the year, exhibitions of class work are opened to the public.

3. Athletics—basketball, football, baseball, tennis, track work, cross-country walking and running.

The regulation gymnasium costume for women students is a black serge bloomer suit, black stockings and gymnasium slippers. Exact style of suit may be obtained by applying to Miss Hutchinson. Corsets or shoes with heels are not permissible.

I. Swedish gymnastics, light gymnastics, calisthenics, figure marching, maze running, games, wooden wands and dumb-bells, corrective and remedial exercises, personal hygiene. Two credits.

II. German gymnastics, comprising running, tactics and free gymnastics with and without apparatus such as dumb-bells and bar-bells; indoor gymnastic games; special health talks. Two credits.

III. Swedish gymnastics, light apparatus, plays and games, public school methods, personal and school hygiene. Two credits.

IV. Elective calisthenics, rhythmical work, aesthetic dancing, games, Indian clubs, special discussions. One credit.

V. Freehand work, school desk exercises, playground activities, folk dancing, advanced drills in dumb-bells and Indian clubs. The work in methods includes discussion and application to the periods of childhood, adolescence and maturity, the value of play and games, the sources, symptoms, and treatment of conditions which can be corrected by exercise and diet. Practical teaching.

VI. Aesthetic and folk dancing. Two credits.

VII. Free gymnastics, tactics, light and heavy apparatus work. Two credits.

Private Instruction

Eighteen (one-half hour per week) lessons.....	\$18.00
Thirty-six (two and one-half hours per week) lessons.....	31.50
Less than eighteen lessons, per lesson.....	1.25

All tuition payable in advance.

Private lessons lost through the absence of the pupil will be made up when the teacher is notified the day previous.

MATHEMATICS

PROFESSOR MORGAN

The course in mathematics comprises arithmetic (oral and written), bookkeeping, mensuration of planes and solids, algebra, geometry (plane, solid and conic sections), plane trigonometry, and methods.

Algebra

I. This course embraces the fundamentals, factoring, G. C. D., L. C. M., fractions and simple equations.

The equation is recognized as an instrument of mathematical investigation, and hence special attention is given to its logical development, and its use in the solution of practical problems. The fundamentals, factoring, and reduction of fractions are treated as necessary aids or tools for the solution of the equation, and hence considerable drill work is done in these processes looking to skill in manipulation. The G. C. D. and L. C. M. are found through factoring whenever practicable, the Euclidan method being the last resort. Enough work is done in graphics to make clearer the meaning of simultaneous equations.

Five credits.

II. This course embraces some review of Course I, and in addition a study of involution, evolution, theory of exponents, radical quantities, the solution of simple quadratic equations by factoring and the application of the equation in the solution of many practical problems.

Five credits.

III. This course embraces needed reviews of preceding courses, the study of the theory of exponents, quadratic equations, evolution of binomial surds, ratio, proportion, series, inequalities, imaginary quantities, indeterminate equations, interpretation of negative results, zero and infinity, logarithms, permutations and combinations, the binomial theorem, and the application of the equation to the solution of problems in physics.

IV. (a) Bookkeeping. This course is designed to meet the needs of students in the departments of domestic economy and of manual training, including letter writing, orders, and other business forms and housekeeping or artisan accounts.

Two credits.

IV. (b) This is a double entry course in bookkeeping. The day book, cash book, journal, ledger, and petit ldeger (bill file) are used. Some attention is given to the writing of business letters, promissory notes, checks, etc., and commercial arithmetic.

Two credits.

Arithmetic

V. Elementary Course. The object of this course is not so much for the logic of the subject as for the practicability of it. It embraces the study of the most essential portions of arithmetic—those topics which should be taught in the grades below the high school. The aim is to emphasize the essentials from the practical standpoint, to make the student thorough in the understanding of the topics he must teach. Method is incidental in this course. (Given in summer school.

VI. Advanced Course. Having a working knowledge of arithmetic and a knowledge of elementary algebra and plane geometry, the students are now in a position to appreciate a more comprehensive view of arithmetic, to appreciate to some extent the study of the underlying principles in connection with all processes, to see the relation of each new process to those already studied, to clearly distinguish between arithmetic as a science and arithmetic as an art, to discern that the applied science always deals with the concrete, and to recognize the importance of clearly distinguishing between the concrete unit and the number, to recognize and group the analytic, and the sympathetic processes, and to see and appreciate to some extent the unity of the subject. While the practical side of arithmetic which arises in connection with commercial life or in the laboratory is kept in view, a greater stress is thrown upon the scientific side of the subject with a view to training in mathematical analysis. Two credits.

VII. Method. In the method work the origin of number is discussed with the view of determining the correct method of procedure. The Abstract, the Grube, the Speer, the Spiral and the Rational (Dewey) methods are each considered incidentally and the students are so guided by question, suggestion and observation as to cause them to reach conclusions for themselves. The aim is that they shall grasp the principles and work out, as much as possible, their own devices. The order of presentation of subjects is discussed; whether the step should be analytic or synthetic; the use and extent of objective work; the unit in its variations, discovering the importance of a clear conception of it at the beginning of every kind of measurement; methods of representing numbers; explanations of the fundamentals, their relations, contractions and proofs; development work in compound denominate numbers; the underlying principles in divisors and multiples and the method of presenting them; the objective representations of fractions, their relation to integers, and the reason for the rules in their treatment; percentage, its relation to common and decimal fractions, nothing new—only a different unit of reference; evolution from the algebraic standpoint, the method of evolving being discovered from that of involving. Two credits.

Geometry

VIII. This course includes the study of lines, angles, triangles, quadrilaterals and circles, including construction and loci.

The work in geometry is intended to develop the ability to reason correctly and logically, hence stress is placed upon concise, comprehensive and accurate definitions, and concise statement of axioms, upon which so much depends in the early demonstrations. The aim is to omit no essentials, but all non-essentials. Where previous proof is involved, the student is required to state the principle upon which his proof depends instead of the conventional "by previous proposition." The work is so directed as to prevent the relying upon memory where theorems demonstrated by an author are under consideration. Much of the work consists of independent exercises, theorems, constructions and consideration of loci. The method of attack is not overlooked in connection with construction and original demonstrations. The practical side of geometry is ever kept in view.

Five credits.

IX. This course embraces needed reviews of Course VIII, generally accomplished incidentally, and in addition the study of proportion, proportional lines, similar polygons, the comparison and measurement of similar polygons, regular polygons, circles, and the development of the ratio of the diameter to the circumference.

Three credits.

Solid Geometry

X. This course includes the study of lines, planes, polyhedrons, the three round bodies, the ellipse, the hyperbola and the parabola.

The aim is to so present the subject that the student will recognize the same principles he has met in plane geometry, in a somewhat different field of application.

Four credits.

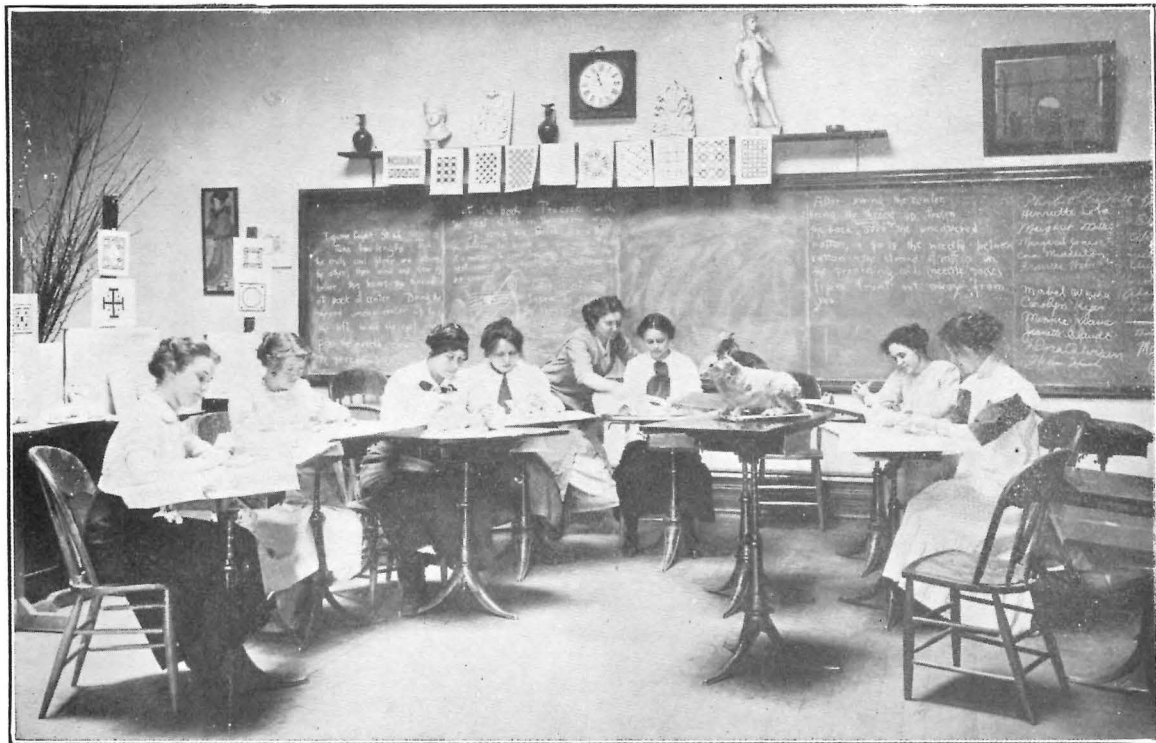
Mensuration

XI. This course deals with the mensuration of planes and solids in a concrete way. It includes the study of rectangles, parallelograms, triangles, circles, cylinders, cones, prisms, pyramids and spheres. Circles are related to triangles; triangles, to parallelograms; parallelograms, to rectangles; cylinders, to prisms; cones, to cylinders and pyramids; pyramids, to prisms; the surface of spheres, to circles and their contents to pyramids. (This course is required as a half-substitute for solid geometry when that subject is omitted.) Two credits.

Trigonometry

XII. This is a course in plane trigonometry and designed to give the student a more extended or different viewpoint in the treatment of triangles. The practical application is kept in view.

Two credits.



A Studio Corner.



Corner of one of the Kindergarten Rooms.

Senior Mathematics

XIII. The work in this year consists of a study of the history and development of arithmetic, algebra and geometry, their relation, their essentials, their justification in a course of study, their relative importance in it, and something of the method of presenting each.

Two credits.

PARLIAMENTARY LAW

I. This course includes the study of the fundamentals of parliamentary law covering the organization of meetings, the duties of officers, and committees, classification of motions and their modifications, with a portion of an hour once each week for practice in general assembly.

Two credits.

PHYSICS AND CHEMISTRY

PROFESSOR MEHNER

The facts and principles of physics and chemistry are in such intimate relation to our daily experiences as to be prerequisite in the training of a teacher. A greater appreciation of the working of nature is gained; a better understanding of the processes dictated by our industrial and economic development is obtained; light is thrown upon related arts and sciences and a habit of closer observation in their study is inculcated.

New chemistry and physics laboratories have been installed and equipped so as to render the experimental work very profitable. There are individual lockers with drain sinks available to every student. Each desk is supplied with water and gas.

The library, to which the student has constant access, is liberally supplied with books and magazines of a scientific character.

The work in physics and chemistry consists of laboratory exercises, lecture demonstration work, and class discussions, the aim being to cultivate power of observation, independence of thought, and the spirit of scientific inquiry into the phenomena of nature and into man's inventions.

I. Elementary Physics

(a) Mechanics of solids: Motion and velocity, Newton's laws of motion, gravitation, laws of falling bodies, curvilinear motion, work and energy, machines. Mechanics of fluids: Molecular phenomena in liquids, pressure in fluids, density and specific gravity, pressure of the atmosphere, instruments depending upon pressure of the air. One quarter.

(b) Heat: Heat and temperature, the thermometer, expansion, measurement of heat, change of state, transmission of heat, heat and work. One quarter.

II. Physics

(a) Review of Course I.

(b) Methods of instruction of elementary physical science in the elementary schools; the design and manufacture of simple apparatus.

(a) and (b) One quarter.

(c) Electricity: Magnets and magnetic action, nature of magnetism, the magnetic field, terrestrial magnetism, electrification, electrostatic induction, electrical distribution, electric potential and capacity, electrical machines, experiments with electrical machines, atmospheric electricity, electric currents, electrical quantities, electromagnetic induction, dynamo-electric machines, the electric light, the telegraph, the telephone, the X-ray and other rays, recent developments in electricity. One quarter. Four credits.

III. Physics

(a) Sound: Wave motion, sound and its transmission, velocity of sound, reflection and refraction of sound, forced and sympathetic vibrations, intensity and loudness, interference and beats, pitch, vibration of strings, overtones and harmonic partials, vibration of air in pipes, quality of sound, harmony and discord, vibrating rods, plates and bells, graphic and optical methods of studying sound wave motion. One quarter.

(b) Light: Nature and propagation of light, photometry, reflection of light, refraction of light, lenses, dispersion, color, interference and diffraction, optical instruments. One quarter. Four credits.

IV. Elementary Chemistry

(a) Descriptive Chemistry: The common non-metallic elements, their properties, methods of preparation, natural occurrence, and commercial uses; the common compounds of these elements, their properties, methods of manufacture or natural formation, and commercial uses; the study of the mechanism of chemical reactions and their expressions in symbolic form; stereochemistry. One quarter.

(b) Descriptive chemistry and elements of quantitative analysis. The common metallic elements, their occurrence, properties, methods of preparation, commercial uses and chemical separation and detection; the compounds of these elements; their properties, methods of preparation or natural occurrence and commercial uses. One quarter. Five credits.

V. Chemistry. A course designed to assist the student to a better understanding of subjects presented in courses in biology, agriculture, domestic science, etc. The chemistry of soils, combustion, general domestic cleansing processes, sewage, life processes of nutrition, etc., will be considered in an elementary way.

Two and one-half credits.

GEOGRAPHY, GEOLOGY AND ASTRONOMY

PROFESSOR MEHNER

Geography is the central subject of the earth studies; physiography, geology, mineralogy and astronomy are studied more particularly in their relation to geography.

For the study of these subjects the geographical laboratory is equipped with E. E. Howell's large relief map of the United States on section of a globe 16½ feet in diameter; Jones' model of the earth; Andrews' Lunar Tellurian; a set of Rand, McNally & Co.'s physical maps, together with other globes and maps; a set of the U. S. Geological Survey folios, topographic maps, and other publications; collection of minerals, rocks, and fossils; a stereopticon for use in the laboratory and assembly hall; a 50-inch telescope with 3-inch aperture; and other apparatus suitable for individual observation and work. The library is well supplied with reference books, and the best geographical and scientific magazines. Government maps and reports are received regularly and are used in connection with other references throughout the courses. The use of pictures and other illustrative material is emphasized.

I or II. Geography and Method. A brief course in general descriptive and commercial geography based upon previous studies in science and history. The great importance of topography, soil, and climate in determining the commercial importance of different countries is emphasized, and in connection with climate the meteorological conditions affecting climate are studied.

Some time is given to the discussion of the occurrence and distribution of different products in the United States, and the growth of manufacturing, which is placing the United States among the first commercial nations of the world.

Specific instruction in methods of teaching geography is given in this course, and this is supplemented by observation and work in the training school. The order of the presentation of the subject to the children, and the arrangement of the subject-matter are worked out in order that the class may learn the best means for sustaining the interest in, and broadening the scope of the subjects. Four credits.

This course is concluded by the preparation and reading of a geographical type study by each member of the class. The subjects are so selected, that, in so far as is possible, the student is at least somewhat familiar with her type study from personal observation, and, inasmuch as many have lived in parts of the country remote from Washington, the presentation of these original type studies to the class, at the end of the course, is of a peculiarly interesting nature.

I, two credits; II, three credits.

III. Physiography

1. The Earth as a Planet. A brief experimental study of the principles of mathematical geography, especially in their relations to human activities.

2. The Crust of the Earth. A brief study is made of the rocks and minerals composing the earth's crust, in their relation to surface features, and effects on land forms.

3. Land Forms. The different land forms are classified according to their origin and stage of development. The United States contour maps of typical areas are studied to illustrate the effects of different erosive agencies on primary land forms. In review the physiographic divisions of the United States are studied from maps and models, and their relation to the development and growth of the country is worked out.

4. The Atmosphere. A study of elementary meteorology. Weather records are kept throughout the term. The temperature, moisture, and pressure conditions of the air are noted in relation to climatic changes. Exercises on the construction and use of weather maps are a part of the work.

5. The Ocean. The distribution and movements of the waters of the ocean, and their effect on climatic conditions and life.

6. Life. General distribution of life and the climatic and topographic control of the same is studied. Five credits.

IV. Geology. This course includes not only the study of the earth as it appears today, but also the study of those forces which have shaped and are now shaping its surface. The physical and chemical characteristics of the common minerals, especially those of economic importance, are noted in the class. The rocks are classified according to their origin, mineral composition, and structure, and the student becomes familiar with the different rocks by comparing unknown specimens with the larger cabinet specimens. The geological and geographical distribution of the more important groups of rocks is noted.

Geological changes now in progress are observed; the forces producing the changes and the laws of their operation are considered; the progress of continental and organic development during geologic time, as shown by the distribution of rocks and fossil remains in the crust, is studied as fully as time will permit. Special attention is given to the geological history of our continent and our own state.

Three credits.

V. Astronomy. This course in general descriptive astronomy includes a study by observation of the motion of the bodies belonging to the solar system; also the geography of the heavens and observation of nebulae, double stars, and groups which may be observed with a small telescope.

The theories and laws concerning the position and motion of these bodies are then studied, and all facts bearing on the nebular and planetesimal hypotheses are noted and applied in explanation of these theories.

While the course is not one in mathematical astronomy, the methods by which some of the measurements are made are explained and worked out.

Three credits.

BIOLOGICAL SCIENCES

DR. MUNSON

This department is of such importance in its relation to education that it deserves ample provision in a normal school. The subjects included here have a prominent place in these courses. A laboratory and a classroom have been furnished and equipped to provide opportunity and means for doing valuable work in this line.

The biological laboratory is on the second floor of the building, is well lighted and cheerful. It is provided with running water and aquaria in which living forms of plants and animals are kept for observation and study. Ample opportunity is provided for dissection and microscopic work, the laboratory being equipped with good compound microscopes and dissecting microscopes, microtomes, paraffine baths, reagents, stains, microscopic slides, moist chambers, and the glassware and other appliances usually belonging to such laboratories.

I. Botany.

(a) Descriptive botany is intended as a general introduction to the systematic study of flowering plants. It aims to make the pupil familiar with the language of systematic botany, to develop some skill in manipulation, and systematic habits of observation of specimens illustrating the more important characters on which classification is based. Leavitt's Outlines of Botany is used.

(b) In systematic botany the student is made familiar with the analytical key and with the proper use of a manual and textbook of systematic botany as an aid to independent work in teaching. It is thought that the ability to use properly such a book of reference as Gray's textbook and manual is indispensable to a teacher who must necessarily be able to answer many questions which authorities alone can solve. Ecology is studied with Coulter's Plant Relations as a guide.

An herbarium of twenty-five flowering plants, analyzed, neatly pressed and mounted, is required in this course. Four credits.

II. Zoology.

(a) In this course of systematic zoology it is the aim to make the student familiar by actual dissection and study of types with all the

classes and the principal orders of animals. Considerable attention is given to classification.

(b) Comparative Morphology and Physiology of Animals is an introduction to the systematic study of animals. The aim is to show the morphological and physiological relationships of animal organs and organisms, and to give a general view of the morphological characters underlying systematic zoology. Some attention is given to economic entomology.

Three credits.

III. Nature Study and Agriculture

Laboratory work, field work and readings.

Scientific methods are used in the study of the familiar things of the farm. The course is intended especially for those students who are candidates for the elementary certificate. The student is expected to acquire such a habit of looking at things as will make him able to manipulate, to judge, to know and to appreciate things not only for their money value, but for their scientific, moral, educational and intrinsic value.

(a) The first half of this course consists of a careful study of Bailey's "Principles of Agriculture."

(b) The second half of the semester is devoted to a school garden, with laboratory experiments on germination, and an examination of soils. Fungi and parasitic insects are studied. The bean and the apple tree receive considerable attention in connection with Part II of Munson's "Education Through Nature," giving the student an idea of methods of study, and a simple method of teaching the subject.

IV. Cellular Biology. Lectures, laboratory work and general reading.

(a) The Morphology and Physiology of the Cell is studied with the aid of the compound microscope, both from prepared animal and vegetable tissues, and from living, unicellular forms. Some idea of histological, cytological and embryological methods is gained, and a practical study of bacteria is made.

The cell is considered to be the ultimate basis of life, and the various problems of protoplasmic organization and isotropism, of heredity, reproduction, environment, and the various important theories existing as to these are discussed. Familiarity with biological literature is sought, and the relation of biological theories, as held by leading biologists, to important questions of education is pointed out.

(b) General Biology of Plants

After unicellular organisms, such as infusoria, and unicellular fungi and algae, the lower cell aggregates are studied in the order of their complexity—fungi, algi, moss, fern, and a flowering plant, with special

emphasis on the fern. The course is intended to vitalize the whole subject of biological study, and to open the eye and mind of the student to the relationship of the biological sciences, and to the vast domains of knowledge yet unexplored by him. Four credits.

V. Neurology.

(a) **Comparative Morphology and Physiology of the Nervous System.** By dissection of the lower forms of animals, such as the clam, earthworm, crawfish, insect, frog, the development of the nervous system from the hydra to the cat is observed in its increasing complexity and centralization in the head; and this is supplemented by examination of permanent microscopic preparations with which the laboratory is well supplied. This course is intended as a preparation for the study of psychology. Special attention is given to the subject of localization of cerebral functions, and the experiments on which that doctrine is based. The various areas of the brain and spinal cord, so far as these have been determined, are located; paralytic effects of lesion, drugs, etc., are studied; reflex action and the physiological basis of habit are considered; and various experiments to test the functions and relative acuteness of the various sense organs are made, together with a histological study of the structure and development of the central nervous system, peripheral nervous system and sense organs. Two credits.

(b) **Physiology of the Sense Organs.** Special attention is given to the eye and the ear. Slides and models are studied, and McKendrick & Snodgrass on Physiology of the Senses is used as text.

Two credits.

VI. School Sanitation and Methods.

(a) The nature study method is taught by the study of a concrete object in which the natural steps in the study of an object are shown and actually taken. Reading and discussions of a book on nature study method will occupy a part of the time in this work. A written test on Part I of Education through Nature is required. Each member of the class is expected to make a careful study of a bird and to present a written account of his observations at the end of the year.

(b) The subject of personal hygiene and school sanitation is based on general physiology. In connection with the structure and function of the various organs of the body, pathological and abnormal conditions are considered in connection with the usual causes of disorder. The germ theory of disease is discussed in connection with the study of bacteria, fermentation, and putrefaction. Poisons, antidotes, disinfectants, transmission of contagious diseases, lighting, ventilation, and general schoolhouse construction, are subjects discussed.

Two credits.

VIII. General Nature Study. This course is intended especially for juniors and deals with those subjects that are commonly considered in work of city school grades. Students are encouraged to suggest, arrange, and test simple experiments to illustrate and explain simple nature study problems. Two credits.

IX. Advanced Human Physiology—Elective

Seniors who have had the regular courses in botany, zoology, general biology and sanitation are offered an advanced course in human physiology during the second semester of the senior year. The course deals primarily with the physiology of the brain and sense organs; physiology of digestion, circulation and respiration, with lectures on comparative anatomy of corresponding organs in lower forms of animals and the more fundamental physiological processes in plants. Two credits.

X. Histology and Microscopic Technique—Elective

Students who have completed the required courses in this department or special students wishing to become proficient in the use of the microscope, may by special arrangement pursue a course of one year in the study of bacteriology, cytology, and histology under the direction of the head of this department.

SOCIOLOGY AND ECONOMICS

DR. MUNSON

Sociology I is based on the sociology of Small and Vincent. Nothing more is attempted than to give the student some idea of society as a growing organism, and the methods to be pursued in the study of a concrete aggregation of human beings. The student is encouraged to examine the various social groups to discover, if possible, the laws of social development, the factors involved in normal social evolution, the gradual specialization of the primitive group, and the mutual interdependence of the social organs thus evolved.

One and one-half credits.

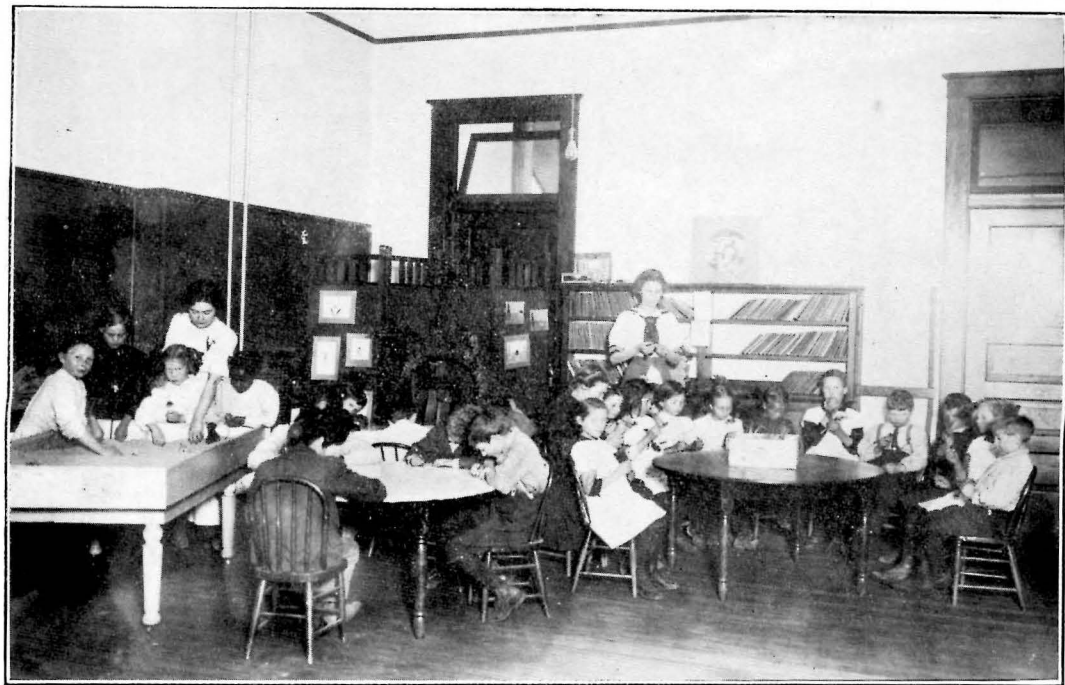
Sociology II. Temperance and Humane Education.

One and one-half credits.

Sociology III

Economics follows sociology, and an equal amount of time is given to it. No attempt is made to settle economic questions. A free discussion of both sides of these questions is permitted, and the relation of economic activities to questions of ethics is constantly kept in view. Ely's Economics is used as a basis for the class work.

From the following list of questions, each student is allowed to select the topic in which he is especially interested for future study,



Primary Class at Work.

using all the resources of the library. The results are then presented to the class for further discussion. Two credits.

PSYCHOLOGY AND EDUCATION

PRINCIPAL WILSON, PROFESSOR KLEMME, MISS GRUPE

Education as an art requires in the teacher scientific insight as well as practical foresight, proper aims, and worthy ideals.

Scientific insight may arise in the teacher's consciousness out of her experiences without instruction or reading, but some systematic study of at least four departments of science is necessary in the education of the educator. There are guiding principles, essential to independent teachers and supervisors, which must be derived from studies in biology, in sociology, and in psychology; and ethical inquiries may not be left to people of leisure if manly men and womanly women are to come, by and by, from our schools and homes.

Biology is a prominent subject at the threshold of all logically constructed normal training courses. How do living things grow and attain their desired perfection and capabilities? Biology must answer.

Sociology reveals the value to the individual of sociological relations, and what a man really is as a responsible member of society. It has too limited a place in these courses. So, too, as to ethics.

Psychology, though no more essential than the other three bases of educational science, seems to be linked more intimately with educational theory and practice; so here education and psychology are joined and studied together or alternately as follows:

Course I. Introductory. This course is designed to bring before the student the education of children as a concrete and practical problem. It is based (1) upon the observational study of children in school, at play and wherever they may be approached; (2) upon the observation of school work in the grades from the kindergarten to the high school; (3) upon a moderate range of reading suited to introduce the student to "the fine art of educating children."

This introductory course aims to teach the student how to become an intelligent, skillful, reliable teacher by acquiring insight and self-dependence. It embraces:

(a) Observational study throughout the grades of the elementary school forms the basis for discussion of school room conditions, school activities, the reactions of the children, school room mechanics, the attitude of the teacher and methods of teaching.

(b) A systematic consideration of the following points with a view to obtaining some grasp of the principles and technique of teaching. The function of education, individual and social; the nature, growth and development of children and characterization of the important periods of development in their lives. The character of edu-

cation as determined by the above findings. The curriculum, the value of play, self-activity, motive, interest, attention, concrete and abstract imagery, motor training and individual teaching. Some factors of efficient learning; a problem, the gathering of material and its organization, tentative judgment, testing of knowledge, making knowledge permanent. How to teach children to study. The function and character of the recitation. The lesson plan. Four credits.

II. Psychology. A descriptive and genetic study based upon Course I and biological science Course V.

This subject includes a survey of the problems of psychology with such application to the principles of teaching as can be made. Illustrations and applications are mentioned and the principles of psychology underlying them are discussed. A theme is assigned upon which a considerable amount of study and reading is required. Supplementary library readings are assigned and discussed from recent and standard writers on the subject. Four credits.

III. Practical Pedagogy. (a) For primary grade teachers. (b) For intermediate and grammar grade teachers. The status of the child in regard to physical and mental characteristics. A consideration of some of the best courses of study and methods of teaching. School organization and management. The government of children. Present day problems and tendencies. Three credits.

IV. Psychology—Experimental and Physiological. In this course psychology is studied from the physiological standpoint, with experiments. Preparation for this work has been made in previous courses in biology and neurology. The purpose in view is to find the scientific basis of a sound and really practical education. Two credits.

V. Practical Pedagogy—Special. Rural School Teaching. The equipment, organization, management and government of rural schools. Courses and methods of teaching that may render rural school instruction more effective and school life richer and more enjoyable.

Observation in some of the best rural schools near Ellensburg. Three credits.

VI. Psychology applied to education. The psychology of thinking. The psychology of some special subjects—reading, spelling, and writing. (Problems in experimental education.) Four credits.

VII. School administration and general supervision. Two credits.

VIII. Philosophy and History of Education. Evolution and progress to the beginning of the nineteenth century. Three credits.

IX. Recent progress and present-day institutions, methods and problems. Three credits.

X. Special method, conference, and criticism.

Junior, two credits.

X. Special method, conference, and criticism.

Senior, two credits.

KINDERGARTEN TRAINING COURSE

MISS MEISNER

A two years' course is provided for students who wish to fit themselves to be kindergartners. The entrance requirements are the same as for those who take an advanced course. This work includes much of the junior and senior work of the complete course, together with such studies as have direct bearing upon intelligent and skillful teaching of little children. About twenty-two credits of kindergarten theory and fifteen of kindergarten practice must be substituted for other work to make up the kindergarten course. Any student regularly admitted to any advanced course may, by adding the above kindergarten credits to the full junior or senior work of any course, obtain a regular diploma and also a kindergarten certificate. If the student plans for this during the whole course by choosing electives from the kindergarten work, she may earn both diplomas in two and a half years.

I. **Introductory Course.** Based at first on the student's own childhood reminiscences and on reports of the undirected activities of little children when alone and in groups. Later, readings on the meaning of play, imitation, etc. This course is designed to lead to an appreciation of child nature and an interpretation of its activities and traits. In this way it will lay a foundation for the following courses on the means best suited to the child's development.

Junior, one and one-half credits.

II. **Mother Play.** Study of the first lessons in Froebel's Mother Play. Broad consideration of the principles involved. Frequent writing of abstracts on the commentaries and the questions called up by them. To acquaint students with Froebel's philosophy and to stimulate them to a thoughtful consideration of the far-reaching effect of the various influences of the child's environment.

Junior, one credit.

III. **Mother Play.** Continued study of Froebel's Mother Play and of commentaries upon Froebel's work.

Junior, one credit.

IV. **Mother Play.** Study of the remaining Mother Play lessons. Wide illustration of principles from experiences of every-day life. Relation of these principles to kindergarten and general educational practice. Frequent writing of abstracts.

Senior, two credits.

V. Handwork.

1. Work with nature materials.
2. Working out problems in paper tearing, free cutting, designing with papers, folding, interlacing, perforating and paper construction.
3. Clay modeling.
4. Graded series of sewing on cardboard, felt, burlap, tile matting, etc.
5. Weaving series, free-weaving, mat work, weaving of rugs, hammocks, bags, doll caps, sweaters, etc.

VI. Handwork, Methods, Correlation. Twine work. Knots applied to the making of doll house portieres, making of bags, etc. Braiding, twining, braiding and twining combined, netting. While most of the work is simple and suitable for use in the kindergarten grades, some of it is more difficult in order that the student may develop skill of hand and learn the possibilities of various occupation materials.

Junior, one credit.

VII. Gifts. Theory and Practice. Study of the first six gifts. Observation of their use by children during free play. Study of the educational purpose of the gifts. Giving of gift lessons to students and children.

Junior, two credits.

VIII. Gifts. Study of the surface and linear gifts and the point. Their purpose as devised by Froebel. Their value from modern standpoint. Giving of gift lessons to students and children.

Senior, two credits.

IX. Literature for Children. Function of the story in interpreting life for the child, etc. Study of nursery rhymes, simple accumulative tales, fairy tales of modern people. Scandinavian, German, English, Hindoo, Indian, etc., fables, myths, realistic stories, hero tales. Study of verse for children, especially Stevenson, Christina Rossetti, Field, Riley, Sherman. Revising stories. Telling stories to classes in the kindergarten and grades. What and how to dramatize. Making out a classified bibliography of best children stories.

Junior, two credits.

X. Music. Study of method of teaching songs to little children and of various means of developing the child's feeling for music.

Junior, one-half credit.

XI. Games. Weekly game day for all kindergarten students. For developing freedom of movement, enjoyment of games and to give the students a knowledge of many games, traditional and others.

Junior, one credit.

XII. Plays and Games. A more detailed study of play than in Course I. First hand study of children's play both in kindergatren and out. The individualistic character of babies' play; the first attempts at group plays and games; reading from Groos, Gulick, Johnson and others; games suitable for kindergarten and primary children; conducting game circle.

XIII. Education of Man. Careful study of the first part of the book as revealing Froebel's philosophy of life. Study of the kindergarten in the light of Froebel's philosophy; how it embodies these philosophic principles. Senior, two credits.

XIV. Program Study. Modern educational ideals; function of the kindergarten in the educational system; suitable subject matter; writing of lesson plans and yearly outlines. Senior, two credits.

Teaching. During the Junior year, one quarter's teaching is required in the kindergarten and in a primary grade, respectively. Senior. One quarter (five credits) in a primary grade, two quarters (ten credits) in the kindergarten.

XV. The Kindergarten Movement. Study of the development of the kindergarten education principles before Froebel's time. Their perfection by Froebel. Historical development of the kindergarten. Its present status in America and abroad. Senior, one credit.

THE TRAINING SCHOOL

To provide opportunities for studying actual school work and for practice in teaching a school embracing ten grades and a kindergarten is conducted in connection with the Normal School. It is a part of the public school system of Ellensburg directly under the charge of the city superintendent. Here the students in the Normal School first study school teaching in its several parts by observing the work of proficient teachers and then take two successive courses in practice teaching in a regular public school system.

The Training School building, constructed in 1908, was designed to provide suitable accommodations for this particular work; it is suitably equipped and sanitary.

THE TRAINING SCHOOL CORPS, 1912-1913

Edward J. Klemme, Superintendent.

James A. Dallas, Managing Principal.

Mary A. Grupe, Supervisor of Grammar Grades.

Ruth C. Hoffman, Supervisor of Primary Grades.

Clara Meisner, Director of the Kindergarten.

Edith H. Ringer, Observation Teacher, Third and Fourth Grades.

Antoinette Sabelwitz, Observation Teacher, First and Second Grades.

Frances Smith, Assistant in High School Grades.

THE TRAINING SCHOOL COURSES

First Grade

English. The work in English has in view: (a) Cultivation of an appreciation of good literature, (b) training in expression thru language, (c) reading intelligently and with a purpose, (d) spelling, oral and written. (See English Bulletin by Dr. E. I. Harris.)

Literature. Folk lore, fairy tales, animal stories, poems, myths and stories correlated with history and nature study. Material drawn mainly from Anderson, Mother Goose, Aesop, Seton, Stevenson, Whittier's Child Life, Baldwin's Fifty Stories Retold.

Language. Stories and experiences related which will teach the proper use of words and phrases often misused. Oral reproduction of stories emphasizing the use of good language.

Reading. Direct outgrowth of and in connection with nature study, literature and other school activities. The second semester books are

placed in the hands of pupils—the Folk Lore, Bender, Holton Outdoor, Wheeler, Cyr and Brooks Primers, the Art Literature, Sprague Classic, Brooks, Cyr, Stepping Stones to Literature, Silver Burdett and Heath First Readers.

Spelling. Oral: Words selected from language, nature study and reading. Phonics, for good enunciation, a special daily exercise.

History. Eskimo and Indian as types of primitive life. Their homes and childhood thru stories. (Material taken from Agoonack, Eskimo Children, The Story of the Indians of New England.) Stories of the landing of the Pilgrims, Thanksgiving Day, Washington's boyhood, his home, parents, and playmates.

Nature Study. Common wild flowers and trees. Planting and caring for flowers and vegetables. Domestic animals in relation to life of child, of Eskimo and Indian; life history of moth or butterfly; worms found in gardening; recognition of neighborhood birds and songs; seasonal changes and effects upon plants and animals; observation of forms and uses of water. Collection of plants, minerals, shells, etc., gathered on excursions.

Mathematics. Number work, entirely incidental, measuring, weighing, etc., in connection with other work. By the end of the year children will know how to count to 100 by 2's, 5's and 10's; combinations to 10.

Art. Simple landscape, flat work, sunset, sunrise, cloudy day; autumn and spring wild flowers, leaves, corn stalk, milkweed pods, etc., in color; fruit, toys, etc., working in mass, free cutting and mounting clay; sketching of chicken out-of-doors, child in action; illustrate work in primitive life, stories, gardening, etc.; design and construction center about Christmas, Easter and other festivals. Appreciation of pictures such as those of Landseer and Murillo.

Manual Training. Sand table representations of Eskimo and Indian homes and industries; simple weaving, pottery and weapon making; making and furnishing doll's house; Christmas tokens, May baskets, etc.

Music. Rote songs appropriate for the season, or correlated with other work; feeling for rhythm developed; ear training; tone relation; scale taught with syllable and scale names; staff and clef; individual singing begun.

Second Grade

English. Literature. Stories and poems correlated with nature study and history. Greek myths. Thru second, third and fourth grades at least one poem is memorized and one good story studied each month. For second grade, such as My Shadow, Four Winds, The Shep-

herd, March, The Wonderful World, The Birds in Spring, The Sun with His Great Eye, Fairy Folks; Stories adapted from Guerber's Greek Myths, Myths of Other Lands, Kipling, Dasent's Popular Tales from the Norse, Grimm and Anderson.

Language. Special attention given to oral expression. Dictation and reproduction begun. Special care given to expressing thought in sentence form. Use of capitals, period and interrogation point.

Reading. Child should now read with ease and interest good literature such as is found in Graded Poetry Readers, Art Literature, Sprague Classic, Stepping Stones to Literature, Brooks Cyr and Progressive Road to Reading.

Spelling. Oral and written. Word practice. Pronouncing spelling, writing.

History. Indian characteristics, their manners and customs, method of teaching, method of discipline. The Indian as a hunter and warrior. The life in England at the time of the Pilgrim and emigration, Voyage of Mayflower, Life in New Country, Attitude of Indians, First Thanksgiving, Washington's Birthday celebrated, Washington as a young man, as commander, as president. Observing Memorial Day. Stories of Civil War.

Nature Study. Work of first grade with plants continued; use of parts (root, stem, leaves, flower, fruit) to plant and to man; raising of wheat and flax for special study; evergreen tree studied. Domestic animals, sheep, cow, horse; observations of aquaria life. Weather observations, direction of wind, clouds, time by shadow and sun dial; effect of temperature upon plants and animals.

Mathematics. Numbers 1 to 1000; combinations to 50; fractions 1-2 to 1-5; factoring to 20; multiplication and division tables thru 5; measuring of perimeters and surfaces in gardening and construction; recognition of money to one dollar.

Art. Landscape—body of water, moonlight scene, winter scope with figure in action, March landscape with wind effect (charcoal and water color). Fall grasses, grains, flowers, evergreen trees, spring catkins. Grouping of two fruits or vegetables; toys and familiar objects in charcoal mass; free cutting, sheep, bluebird. Illustration in connection with history, literature, musical compositions of Gurlitt, other school interests. Pictures studied in connection with history and literature; productions of Millet and Jacque are especially noted.

Manual Training. Articles of real worth to child and school, appropriate to Christmas, Easter, and other festivals are made. All design is done in connection with articles. As suggested by history, sheepfold, farm, pastoral homes, implements, pottery, wool processes, etc., are worked out.



Primary Recess.



Music. Rote songs; ear training; rhythm; presentation of whole, half, quarter and eighth notes. 2-4, 3-4, 4-4, 3-8 and 6-8 measure and rest from chart; individual singing, sight reading from chart; writing scales and simple phrases.

Third Grade

English. Literature. Stories and poems correlating with nature study and history, e. g., Planting of the Apple Tree, The Cricket, The Wind and the Moon, Robert of Lincoln, Windy Nights, Selections from Norse Stories, Mable; The Odyssey, Palmer's translation; Sagas of Eric, the Red and Lief Ericson; Apollo and Python, Hermes and the Care of Minds; Selections from Aesop's Fables.

Language. Children reproduce and report in original sentences, take dictation of stories and poems, write invitations and letters, as school occasions demand. Use of more usual punctuation marks, and capitals learned.

Reading. So Fat and Mew Mew, Graded Poetry, Art Literature, Sprague Classic, Cyr, Brooks, New Century, Stepping Stones to Literature, Little Classics.

Spelling. Oral and written. Sentences dictated. Use of words spelled differently and pronounced the same.

History. Columbus, his boyhood and early training, voyage, discovers America. Industries, manners, customs of the New England settlers. Relations with the Indians. American Revolution, first flag, description and meaning of colors.

Nature Study. Emphasis upon cultivation, preservation and marketing of vegetables; study of fruits, harvesting and marketing; life history of silk worm; insects injurious to vegetables and fruits. Classification of vegetables on basis of composition and parts used; test for starch; make starch; amount of water and starch in foods. Temperature in relation to room and silk worms; study of water, forms, evaporation, condensation, our water supply.

Geography. The neighborhood. On all excursions the natural features are observed. Craig's Hill, foothills, ravines, brook basins, typical environments, mountain landscapes. Study of such typical environments with relation to the industries of the valley—lumbering, mining, agriculture—trace.

Mathematics. Market produce and prices made basis of work; numbers to 10,000; addition and subtraction; multiplication and division; tables thru the twelves; short division; two figure multiplier; fractions to 1-12.

Art. Road and near tree, foreshortening of surfaces, road crossing, stream, bridge in color. Seed pods and grass, yellow bell, and

other spring flowers in ink, color and counting. Group of simple forms, e. g., pail and vegetable; vase form. Group of ellipse and simple perspective. History and nature work of this grade lends itself easily to illustration. Use of dot and line and conventionalizing begun. Pictures of Bonheur and Corregio.

Manual Training. Work in trade and transportation leads to the making of scales, baskets, boats, representations on sand table of desert and caravan routes. Pottery—simple bowls, jugs. Sewing—useful articles in which plain sewing and cross stitch are used.

Music. Book introduced; sight reading and work in rhythm; new problems presented as they appear in sight-reading material; study of keys; rote songs; pitch-names; scales and simple melodies written. Plenty of good songs.

Fourth Grade

English. Literature. The Daffodils, The Cuckoo, Battle Hymn of the Republic, The Corn Song, The Leak in the Dyke, Union and Liberty, How the Good News Was Carried from Ghent to Aix.

Language. Definite attention to kinds of sentences and their punctuation. Letter writing, invitations, original stories.

Reading. Great Americans for Little Americans, Fifty Famous Stories, Little Classics, Graded Poetry Readers, Brooks, Baker and Carpenter Readers, New Century Readers, Art Literature.

Spelling. Oral and written. Sentence dictation.

History. Manners, customs, industries of New Netherlands. Stories of Ponce de Leon, Cortez, De Soto, Magellan, Champlain, Hudson, local or state pioneers. Benjamin Franklin, his boyhood, as an inventor, aid to colonies, "Poor Richard."

Nature Study. Acquaintance with native flora and their classification in relation to soils; cultivation of sugar beets and study of industry; forestry—distribution in our state, effect upon life, forest destruction, coniferous trees. Native wild animals, fur-bearing animals, acquaintance with kinds of soils, preparation and cultivation. Keeping of weather record. Making of thermometer and barometer. Coal and other fuels found in state. Soap and candle making.

Geography. Local. Washington and other Pacific states; physical features, resources and industries. Sand, papier-mache modeling of maps. These maps are made to record routes of travel first along the Pacific states, later into states east of Washington. From these trips the children plan imaginary trips to Washington, D. C., Chicago, The Great Lakes, New York, Boston, and points on the Atlantic ocean. The stories of exploration and discovery are made the basis of this work.

Mathematics. Numbers to 1,000,000; short division, long division with thirteen for divisor, and graded dividends; three-figure multipliers; direct and indirect comparisons of aliquot parts; squares and square roots to four hundred; measurement growing out of nature study and manual work; linear and square measure; decimals thru cents and hundredths; emphasis put upon oral work.

Art. Landscape—simple house in relation to trees, log cabin and fence, marine views, use of simple finder, panels for room. Tulips and other spring flowers, tree, working for growth, proportions, values. Flowers in vase form; top of table with group of vegetables or fruits for foreshortening and convergence of lines. Horse in action, group of children in some occupation. Illustrate story or poem, e. g., Lanier's "Bob," hunting scene, Greek life. Pussy willow design, applied to articles made, Greek architecture and sculpture, Bayre, Potter, Raphael.

Manual Training. Christmas gifts, articles for individual and school. Pottery with Greek decoration, clay tiles illustrating history event. Shoe and sewing bags using catch stitch. Raffia bags, reed baskets. One-half year of coping saw work.

Music. Sight reading from book; development of various rhythmic types; sharp four and flat seven introduced; beginning of two-part singing in rounds and simple melodies; ear training; written lessons, singing.

Fifth Grade

English. Literature. Hawthorne's Tanglewood Tales and Wonder Book, Pyle's Robin Hood, Irving's Rip Van Winkle, Ruskin's King of the Golden River; de la Rameé, Nurnberg Store; Carroll, Alice in Wonderland; Spyri, Heidi, Eggleston, Stories of Great Americans for Little Americans. Such poems as Browning's Pied Piper of Hamelin, Bryant's Robert of Lincoln, Longfellow's The Bell of Atri, and others suitable to grade. As seems best, the children read the material at home or at school. Sometimes literature is read by teacher for interpretation. Poems are committed to memory. One or two selections are dramatized. Supervised library and home reading.

Spelling. Correlated and formal.

Composition. Oral and written in connection with literature, history, nature study, geography. Corrective English.

German. Beginning class—greater part of the work is oral. Special attention to acquisition of a good pronunciation, and training of the ear. Basis of vocabulary; rhymes, songs, riddles, games, actions and short stories. One story dramatized. Class begins to read from

Geschichten und Marchen. Formal work: definite and indefinite article, different pronouns, a few verb endings, singular and plural of nouns which occur. Elective.

History. Greek and Roman History. American inventors and improvements in industries, travel and transportation, Franklin, Fulton, Field, Morse, Whitney, Edison. Westward movement. Daniel Boone, George Rogers Clarke, Lewis and Clarke, Fremont in California, Vancouver, Astor, and Whitman in Washington.

Nature Study. Work centers around child's home garden. The plant—its work, its parts and their uses. Pollen and its distribution by insects and wind. Bees—their work, the hive. Life history of butterfly and moth; the codling moth; destructive work of caterpillars. Plant and animal visitors, friends and foes—weeds, ground squirrels, snails, earthworms, grasshoppers, beetles, plant lice, scales. Spraying. How to gather and select seeds. Some work in classification.

2. Study of soil and composition, moisture, storage, value of forest, irrigation. Heat studied in relation to every-day life, cooking, heating, ventilating. Children solve problems by experimentation as far as possible. Reference books are used also.

3. Birds—Calendar: name, general coloring, food, location of nest and materials used, time with us, economic value and laws of state for bird protection.

Geography. North America. Emphasis upon industries of the country. The why of the industries will lead to a study of geographic conditions and influences, the location of cities, transportation routes, etc. Topical studies are made of industries, cities, points of scenic interest. Landscapes illustrating topography, life, or industries, are constructed. Each country of North America is studied as a unit. Geography of Greece and Italy is studied in connection with history.

Mathematics. Problems arise in manual training, sewing, cooking, gardening. A store is instituted in the room. Child becomes independent in fundamental processes with intergers and common decimal fractions. Becomes familiar with measures involved in above problems. Contests in counting and fundamental processes with integers and fractions. Smith's, Myer's, and Mills and Stone's Arithmetics give good suggestions to teachers.

Art. Landscape—Art aims; gradation of tone, perspective, composition, values. Mediums—charcoal, crayon. Roads, trees, sky, streams, horizon, marines, boats, seasons. Composition illustrative of scenes from history, geography, literature.

Still Life—Art aim; light and shade values, change of color, cast shadows. Mediums—pencil, charcoal, crayon, water color. Jugs, handles, spouts, vase forms; grouping of same with vegetables and fruits for composition.

Plant Life—Art aims: growth, light and shade values, proportion, coloring, spacing, foreshortening. Mediums—pencil, charcoal, crayon, water color. Fall and spring flowers, seed pod, grasses, sedges, decorative flower panels (Japanese).

Design—Art aims: spacing, harmony, color schemes from Japanese prints, color scales, graying of colors, complements. Stencil design for books, curtains, scarfs, pillows, etc. Initial letters and tail pieces suited to composition work in history, geography, science, literature. Cover designs with motives taken from flower forms and Egyptian armament. Materials—paper, linen, leather. Lettering—Roman capitals, monograms, seals, programs, posters. Designs for baskets and pottery.

Figure Sketching—Art aims: action, proportion, composition, light and shade, light and dark. Pencil and charcoal. Poses illustrative of scenes from history, geography, literature with appropriate costumes.

Construction—Art aims: Indian baskets and coiled pottery, incised decoration for pottery. Basketry—reed, raffia; stitches—lazy squaw, lace, buttonhole, Navajo, Poma-sewed coils. Pottery—tiles. Covers for booklets: paper, linen, leather.

Industrial Work. Manual Training. Cardboard and woodwork. Construction of simple geometrical models as cube, rectangular prism, pyramid, etc., after making working drawings for same. Accurate measurement to one-eighth inch. One semester of this is followed by one semester of elementary knife work. Drawing takes into consideration only length and width so only one drawing of model is needed. Plant label, thread winder, cord winder, key tag, calendar back, yarn winder, pencil sharpener, match holder, bracket and shelf, mat. Time, once a week, seventy-five minutes.

Sewing. Drawn work and hemstitching on scrim. Use of doll patterns for doll's underclothing, using stitches for seams, hems, buttonholes.

Cooking. Care of kitchen, furniture, how to build fires, how to wash dishes. How to set the table. How to serve. Cooking of simple foods, muffins, corn bread, cereals, eggs, puddings, rice, potatoes, apples. Cleanliness, economy, food values and palatableness are emphasized.

Music. Review of general principles; sight reading from book; ear training; chromatics in simple progression, two and three part singing, recitation of scales, development of keys, dictation exercises, oral and

written. Stories of composers as their songs appear in sight-singing materials. Hearing and interpretation of music.

Sixth Grade

English. Literature. Stories from the Iliad and Odyssey, Greek and Roman hero stories as a continuation of last year's history stories. Legends of King Arthur, Song of Roland, Fifty Famous Stories, Andrews' Ten Boys, Setin's Lolo, Rag and Vixen, Niggin's Birds' Christmas Carol, William Tell (McMurry). Poems—Cary's The Gray Swan, Longfellow's The Birds of Killingworth and Paul Revere's Ride, Tennyson's The Charge of the Light Brigade, Hunt's Abou Ben Adhem, and others. Same method of study as outlined for the fifth grade.

Spelling. Correlated and formal.

Composition. Oral and written, with careful attention to technique, based upon subject-matter in literature, history, geography, natural history and corrective English.

German. Vocabulary of fifth grade review and enlarged. Basis of vocabulary: activities of the day, meals, the house, its furnishings, rooms, stores, animals, etc. More colloquial terms and songs. Sight reading from Geschichten und Marchen. Verbs in present and past tenses, singular and plural of nouns used, possessive pronouns; some dictation. Dramatization. Elective.

History. The Roman Empire—Julius Caesar, life under Augustus. The invasions and the breaking up of the Empire. Alfred and the Angles and Saxons. Charlemagne and the Franks, feudalism and chivalry. Mohammedanism. The Crusades, civilization in the middle ages. The Renaissance—revival of learning, awakening of trade. Rise of Nations—Peter, Frederick, William Tell, Garibaldi, King John and the Magna Charta.

Nature Study. 1. Weather chart: length of day and night, cloud, sunshine, precipitation, temperature, wind—direction and velocity; barometer.

Physics of air: Weight pressure, winds, heating, ventilation, making of thermometer and barometer.

2. Composition of air: tests for oxygen; generation of oxygen and carbon dioxide; tests for carbon dioxide. Composition of water: electrolysis of water and test of gases.

3. Fuels: wood, coal, gas, oil, gasoline, alcohol.

4. Gardening. Raising of a few common vegetables and garden flowers. How to select seeds. How to prepare and care for the soil. How to cultivate plants and to harvest fruit. How to judge best result. Insects, birds, and needs. Methods of propagation, roots, bulbs, tubers, seeds.

Geography. Europe and Asia. This grade makes a close correlation between history and geography. As our children come in contact with people from Europe and Asia in their own state, they have first hand knowledge as a basis for study. The recent changes in China and Europe may furnish starting points for study, for in this grade the psychological, not necessarily the logical order, is followed. While the life of the people and the industries are made important topics, the geographical conditions which influence or determine them are carefully studied. The types of civilization such as the Chinese and Japanese, Hindu, Turk, and European are dealt with in regard to past history and present status. Ancient trade relations between Europe and Asia, and modern relations with our own country are considered. Typical landscapes are constructed.

Mathematics. Continuation of work in common and decimal fractions, aiming at independence in technique as well as in mathematical thinking. Division of fractions and of decimals emphasized. Percentage. Follows easily after above. Materials for problems—weather reports, attendance, distribution of children, geographical statistics, discounts of buying and selling, sales and payment of bills; commission in buying and selling, profit and loss. Constant drill upon interchange of percent, decimal and fractional forms. Measurement. Use building going on in neighborhood as basis for work in linear, surface and solid measure; board measure; plastering; papering; excavating; painting; paving; fencing; and evaluating in money. Thru weather study learn to measure temperature. Thru manual training, sewing, and gardening problems of construction arise. Business Problems. Problems in connection with business of community. Cost of living, estimation of family meat, grocery, dry goods, light, water and tax bills of families. Formal analysis of problems, judging of probable results, proof. Contests.

Art. (See fifth grade.)

Manual Training and Domestic Art. Shaping of thick soft wood, edge planing, testing, crosscut sawing, squaring end, rip sawing, planing to knife line for width and length, boring, chamfering, nailing, frame sawing, chip carving, finishing. Rule, trellis, line stick, swing board, teapot stand, bread board, broom holder, sleeve board, coat hanger, windmill from wood. Flower pot stand, card holder, photograph holder, coffee mat, pen rack, easel, candlestick from Venetian iron.

Sewing. Drawn work and hemstitching for curtains, handkerchiefs, doilies, etc. Use of simple patterns in teaching cutting and stitches for seams, hems, buttonholes, etc.

Cooking. Cooking of breads continued. Different methods of cooking starchy foods, such as potatoes, rice, macaroni, etc., and their values. Simple cooked desserts using milk and eggs. Use of fruits as desserts. Preparing and cooking of common vegetables. Continuation of work as outlined in Fifth Grade.

Music. Vocal drill, ear training, rhythmic combinations, chromatics, major and minor scales, oral and written, sight reading from book, two and three part singing, composition (original). Talks on lives of composers whose songs appear in book. Interpretation and appreciation of music.

Gymnastics. Carriage and poise. Marching by file, by column, sideways, forward to command. Use of wands and bells. Plays and games, ball games, out-door, fancy steps, folk dancing. In hygiene, pupils are taught methods for maintaining general health, care of eyes, ears, nose, mouth, teeth, and skin; and why we eat, sleep, wear clothing, need exercise and air.

Penmanship. Thruout the course pupils are taught the natural method of writing. Abundant practice is given in free-arm movement. Models of letters are kept before classes, showing simple beautiful forms and their derivation from the oval form. Each pupil establishes his natural slant after he has learned to sit in a healthful position, and to place the arm and hand in such a position as to give free movement to the forearm. A special period is given to this subject in some of the grades and careful supervision of pupil's work is maintained. Everything is done to relieve the cramped position of small muscles of the hand, the attending eye-strain, and to give each pupil practice in forearm movement until it becomes automatic and until he has acquired a free, rapid, graceful and legible handwriting.

Seventh Grade

English. Literature. Poe's Gold Bug, Warner's How Nine Killed a Bear and other stories, Dickens' Christmas Carol, Hale's Man Without a Country, Hawthorne's Great Stone Face and other stories, Irving's Legend of Sleepy Hollow, selections from Franklin, Washington, Patrick Henry, Longfellow's Miles Standish, Miller's Columbus, Herman's Landing of the Pilgrims, Browning's Hervei Riel, Incident of a French Camp, Pheidippides, and How They Brought the Good News; Tennyson's The Revenge and The Light Brigade, Macaulay's Horatius, humorous and historic poems of Holmes; other poems suited to season and interests. Same treatment as in Fifth Grade.

Spelling. Correlated and Formal.

Composition. Careful attention to technique. Work based chiefly upon literature, history and nature study, and other school activities. Corrective English.



The Training School.

German. Vocabulary: Activities during different seasons, festivals as Christmas, etc. (Study of geography of Germany.) Sight reading from Guerber's *Marchen und Erzählungen*, Vol. I.

Formal work: Review work of previous grades, future of verbs, reflexive verbs. Elective.

History. European background of American History (Cheney). How America came to be discovered. How Spain, France, England, and Holland gained footholds in America. Development of and life in the colonies. The struggle among European nations for ownership of the colonies. How the colonists came to desire independence and how they finally won it.

Nature Study. Light and sound. Forestry, trees, woods. Propagation by cuttings, budding, grafting and pollination. Insects injurious to trees.

Geography. The earth in relation to other heavenly bodies; movements of the earth; causes of seasons, day and night; longitude and latitude; climate; winds and ocean currents; observation of United States bulletins and keeping of local weather report. Intensive study of United States topography, climate, productions, industries, people, government, problems. Children read articles from library, books and magazines. Study of current geography and current events thruout the year.

South America—Compare with North America in structure, climatic conditions, agricultural, commercial and social conditions.

Africa—Causes of its retarded development; desert, plateau, formation and river valleys.

Australia—Comparison with South America in location, climatic, industrial and commercial features.

Review of North America and United States and Washington.

(Note—Free use of geographical readings, books of travel and magazine articles.)

Mathematics. Percentage. Thru a study of the operation of modern business institutions pupils become familiar with transactions of banking, handling loans, promissory notes, interest, taxes, discount, insurance, commission, profit and loss, thus making operations in percentage their own. Institute bank and carry on business transactions in the school room. Constructive geometry and measurement. Base on work done in Sixth Grade, Manual Training, etc. Make more formal and accurate by working with geometrical solids and surfaces. Mathematical form and language and emphasized in the use of equation, the letter for the number, and the reading of equations with letters. Use of ratio as a form of comparison. Emphasize mechanical efficiency when necessary.

Art. (See fifth grade.)

Manual Training, Domestic Science and Art. Simple joinery. Elements of mechanical drawing, drawing and construction of simple joints, such as half lap, middle lap, dovetail lap, beveled halving, etc. Drawing and construction of selected project of furniture construction. Time: Twice a week, ninety minutes.

Cooking. First semester. Care of kitchen, range, sink, cupboard and towels. Serving simple meals. Cooking of cereals, vegetables, vegetable soups. Milk and its products: butter, junket, sour milk cheese. Albumen, cooking of eggs, meats, soup meats. Combination of starchy and albuminous foods. Time: Twice a week, ninety minutes.

Sewing. Second semester. Simple stitches are learned and applied to models. Basting, even and uneven, running and back stitch, overcasting, over-handing, rolled hem, napery hem, button holes, sewing on buttons. Each pupil is required to make an apron, cap and holder. Time: Twice a week, ninety minutes.

Music. Sight singing, vocal drill, ear training, dictation, original composition, study of bass clef, choral singing in unison, two and three parts; beginning of musical history in study of composers—Beethoven, Schubert, Mendelssohn, Schumann, Mozart, Haydn, Liszt, Rubenstein, Handel, Wagner, Chopin, Bach. Programs from each of the above will be given in connection with the study of the life of the composer. A girls' chorus and a boys' chorus will be trained besides the general work.

Physical Culture, Hygiene and Physiology. Girls and boys in separate classes—marching and running, postural exercises and apparatus, exercises to develop heart and lung action, care being taken to avoid strain. Special attention to breathing exercises. Games which require team play and develop judgment. Fancy steps and folk dances.

Physiology and Hygiene. Personal, school, and civic hygiene and sanitation are dealt with. Pupils have use of Krohn's Physiology and Jewett's Town and City.

Eighth Grade

English. Literature. Selections from Irving, Hawthorne and Longfellow not previously studied, Lincoln's Gettysburg Address, Dickens' David Copperfield, Scott's Lady of the Lake, Coleridge's Ancient Mariner, Lowell's Vision of Sir Launfal, Shakespeare's Merchant of Venice. Children should read a carefully selected list of books, memorize shorter poems and parts of longer ones. Much fine prose and poem literature should be read to the children for their appreciation, such as Wordsworth's Peter Bell, Kipling's Recessional, Andrews' The Perfect Tribute, Van Dyke's First Christmas, etc. One dramatization.

Composition. Material from literature, history, current events, and other school activities. Oral and written. Corrective English and Grammar. Organization and continuation of corrective work of previous grades. More formal grammar begun by a study of that as expressed by sentences. What is the use of this sentence, this word, the clause? or, in what way does this word change the meaning of the sentence? is the form of question constantly asked in order to get at function or parts of the sentence. The order of work followed in Scott and Buck, a brief English grammar, is used.

Spelling. Correlated and formal.

Elementary Science. 1. Electricity, experimental. Construction of wet cells, dry cells, electro-magnets, a compass, telegraph instrument, electric switches, buttons, motors, signals, etc.; visits to electric light plant.

2. Agriculture. Use of text.

3. Physiology, Hygiene, and Sanitation studied in more formal way with text in hands of pupil for reference. The personal habit side is emphasized rather than the descriptive, anatomical phase of the subject. Pupils are encouraged in reading magazine articles upon current topics of health and sanitation and to make topical reports.

History. Continuation of Seventh Grade work. How the colonies formed a government after the gaining of political freedom. How later they struggled against European countries for commercial freedom. The period of development and growth in industries, transportation, politics, education, etc. How the nation grew to the west and south. How slavery grew and was finally abolished by the Civil War. The problems the Civil War left to be solved. How the West became settled. Further internal development of industries, sciences, arts, etc. The nation as a world power. Present day questions.

Mathematics. General review of fundamental processes to make sure of and to systematize knowledge and to get some ideas of the principles underlying the operations. Rudiments of algebra and geometry are associated with cognate phases of arithmetic to clarify the arithmetic rather than to anticipate the study of algebra and geometry of the high school. Various laws of mensuration are stated in concise algebraic form. Law of equation worked out. Principles of powers and roots are deduced both from geometric forms and from algebraic demonstration. Ratio and proportion. Understanding of metric system. More extended consideration of banking, borrowing money, exchange, buying produce, partnership, corporations, insurance, government incomes and expenses. Estimation of cost of living. Cost of building moderate sized house.

Art. (See Fifth Grade for general outline.) Planning a home—floor plans and elevations. Interior arrangement and color schemes. All the work done must be considered from the standpoint of utility, economy and esthetics.

Manual Training and Domestic Science and Art. Elements of mechanical drawing. Cabinet and isometric projection, orthographic projection. One-half year's work on wood turning and one-half year's work of cabinet making. Twice a week, ninety minutes.

Sewing. Second semester, two hours per week. Review of stitches. One hand-made garment is required of each pupil. Hemming of towels and table linen. Two cooking aprons are made. Use of sewing machine is taught during the last quarter. Talks on textiles and on care of clothing and person.

Cooking. First semester, two hours per week. Classification of foods: 1. Carbohydrates. 2. Fats. 3. Proteids. Application of heat to each of these food principles and the temperature at which each is cooked. Study of cooking apparatus and utensils. Chemical tests for different food principles. Study of doughs and batters and method of lightening them. Study of yeast. Cooking of meat and fish. Making of simple desserts. Care of food. Care of kitchen and dining room. Marketing.

Music. (See seventh grade.)

Physical Culture. (See seventh grade.)

STUDENTS 1912-1913

Senior Class

Graduated January 24, 1913.

Lafferty, Priscilla M.....	Port Townsend
Mohler, Marguerite.....	North Yakima
Moltke, Adeline E.....	Kent
Scott, Bernice Evangeline.....	North Yakima

Graduated June 4, 1913.

Ames, Helen Houghton.....	Ellensburg
Anderson, Birdie V.....	Sumner
Berg, Clara Martha.....	North Yakima
Bevilacqua, Mary L.....	Roslyn
Bigford, Grace Elizabeth.....	North Yakima
Black, Mattie Rae.....	Seattle
Blake, Maude A.....	Camas
Brown, Grace Elizabeth.....	Auburn
Bennett, Carlotta Antha.....	Seattle
Bullock, Edna Jennette.....	Tacoma
Campbell, Vera Irene.....	Wapato
Carlson, Elmer Ernest Peter.....	Stanwood
Carrick, Helen Georgia.....	North Yakima
Carrithers, Lillie A.....	Centralia
Champlin, Blanche Loraine.....	Camas
Chase, Fannie Eva.....	Prosser
Coe, Eleanor.....	Hood River, Ore.
Corbett, Florence Marguerite.....	Huntsville
Crain, Leota.....	Tacoma
Crimp, Alice.....	Ellensburg
Davidson, Margaret Adair.....	Ellensburg
Easterday, Virginia.....	Tacoma
Fletcher, Elizabeth Broadwater.....	Tacoma
Gross, Luella E.....	North Yakima
Hayton, Mabel Jane.....	Puyallup
Hibarger, Wanda.....	North Yakima
Hoffman, Goldie.....	Parkland
Hunt, Helen Gertrude.....	North Yakima
Jones, Margaret E.....	Roslyn
Kraus, Minnie Louise.....	Seattle
Kyes, Carolyn Maddocks.....	Seattle

Loba, Henrietta Wilton.....	North Yakima
Makley, Blanche Mildred.....	Malone
Martin, Edith Loretta.....	Seattle
McAfee, Ella Bell.....	Ellensburg
McMillan, Violet	Seattle
Middleton, Cora A.....	Sunnyside
Miller, Margaret	Ellensburg
Newstrum, Helen Elaine.....	Ellensburg
Noble, Minnie Lucille.....	Ellensburg
Pearis, Gladys Alta.....	Wapato
Pearson, Elsa Edgarda	New Plymouth, Idaho.
Peterson, Dora Therese.....	Everett
Price, Ethel Mary.....	Outlook
Prickett, Phoebe Emma.....	Outlook
Ringer, Edith Hope.....	Tacoma
Ritchie, Mary Ellen.....	Palmer
Roberts, Helen	Tacoma
Roehl, Martha Elizabeth.....	Auburn
Sanborn, Maude Irene.....	North Yakima
Scheibe, Camilla Theresa.....	North Yakima
Slaudt, Jeannette A.....	Tacoma
Smith, Clarissa Robbins.....	Grandview
Smith, Elizabeth Harding.....	Grandview
Thomas, Urba Schaffer.....	Grandview
Thomson, Freda Julia.....	Auburn
White, Mabel M.....	Everett
Whitehouse, Myrtle	Roslyn
Wilson, Jennie Rachel.....	Centralia
Wit, Frances Catherine.....	Toppenish
Yocum, Mabel Anita.....	Ellensburg

Course Not Completed.

Bailey, Hazel Emeline.....	Seattle
Chesney, Bertha Winifred.....	Tacoma
Crim, Margaret	Ellensburg
Foster, Florence	Ellensburg
Gibson, Henry Vance.....	Ellensburg
Hammond, Carrie	Tacoma
Smith, Silva Mortimere	Zillah
Hollinshead, Marion	Seattle
Williams, Lewis Roland.....	Chinook
Williams, Thomas J.....	Chinook
Wilden, Edith	Tacoma

Juniors

Abercrombie, M. Blanche.....	Tacoma
Anderson, Alice.....	North Yakima
Bair, Eudocia	Stellacoom
Baker, Frank Roland.....	Ellensburg
Bartlett, Faith	Tacoma
Bell, Anna Margaret.....	North Yakima
Benham, Veva Grace.....	North Yakima
Bennett, Alice Roberta.....	Grandview
Bonell, Frances	Sumner
Boucher, Elsie Louise.....	Kent
Boyington, Hazel Clare.....	Burton
Brown, Juret	Ellensburg
Brunn, Hilda Gertrude.....	Ellensburg
Bullock, Helen Louise.....	Tacoma
Burbank, Martha	North Yakima
Burch, Dora	Ellensburg
Camp, Marion Christina.....	Centralia
Carey, Verna	Cowitche
Chapman, Aral Dagmar.....	Kirkland
Chapman, Mildred	Tacoma
Cornell, Leas Lorene.....	Puyallup
Cotton, Bernice Winslow.....	Port Townsend
Cox, Bernice	Stellacoom
Cross, Lilas Marjorie.....	Seattle
Damon, Leola La Dorie.....	Newport, Ore.
Dixon, Delphia N.....	Walla Walla
Dixon, Elizabeth	Ellensburg
Dixon, Elmer	Ellensburg
Dove, Genevieve I.....	Winlock
Eachus, Irene C.....	Outlook
Eckert, Ruth	Detroit
Gardner, Addie E.....	Kennewick
Gordon, Minnie E.....	Tacoma
Harris, Harriet	Portland, Ore.
Hawthorne, William B.....	Idaho City, Idaho
Henry, Pearle Agnes.....	Chehalis
Heustis, Jennie F.....	Ellensburg
Hinckley, Loretta	Tacoma
Holland, Barbara Ella.....	Roslyn
Hosfeldt, Jessie Bernice.....	Bickleton
Huntley, Mary C.....	Centralia
Jenkins, Frances	Kalama
Johnson, Esther	Tacoma

Kidd, Mamie	Puyallup
Leick, Cecilia	Ellensburg
Lucas, Annie D.....	Chelan
Manson, Ellen Natalie.....	Dockton
Martin, Lois Lorraine.....	Kent
Marshall, Ida	Puyallup
Matterson, Elsie Jeannette.....	North Yakima
Maxey, Katherine Tennessee.....	Ellensburg
McCullough, Elsie	Gaston, Ore.
McInnis, Ethel	Meridian
Noe, Nettie Amelia.....	Montesano
Nelson, Selma Pauline.....	
Pearis, Edna Inez.....	Wapato
Polhamus, Yuma Harriet.....	Kent
Potter, Maude	North Yakima
Poyns, Fred R.....	Centralia
Remick, Alice	Tacoma
Rentschler, Nellie	Wapato
Rodman, Blanche Martha.....	Wapato
Roe, Clara Lois.....	Ellensburg
Rollinger, Pauline	Ellensburg
Schafer, Gretchen E.....	Satsop
Swanson, Lily Alfreda.....	Tacoma
Tewes, Dora Josephine.....	Puyallup
Tierney, William Thomas.....	Rochester
Turner, Chester	Outlook
Upham, Celia Dorinda.....	Naches City
Waite, Hazel Olivet.....	Ellensburg
Waite, Vervian Ona.....	Ellensburg
Wallace, Hazel La Verne.....	Auburn
Warner, Cynthia Lucile.....	Mabton
Weeks, Hazle	Bremerton
Wilson, Mary Elma.....	Ellensburg
Wittenberg, Anna.....	Nome, Alaska
Youngs, Bessie Blanche.....	Ritzville

Sophomores

Arscott, Pearl Henriette.....	Seattle
Berg, Ella Emma.....	North Yakima
Bronson, Lydia	Block House
Buege, Emma	Chehalis
Champie, Charles	Ellensburg
Champie, Cleofa	Ellensburg
Champie, George	Ellensburg
Felch, Elaine	Ellensburg

Doust, Bernice	North Yakima
Hilliard, Celia	Granger
Krueger, Lucy	Cle Elum
MacFarlane, Gladys	Ellensburg
Robinson, Jeannette	Walla Walla
Shelton, Laura	Kittitas
Smith, Alice Elsie	Toppenish
Struppler, Ivor Uncas	Othello
Talbert, Anita	Cleveland
Troffer, Grace	North Yakima
Waters, Frances Louise	Ellensburg
Watkins, Claude C.	Oakville
Weythman, Bessie	Monitor
Wills, Bertha	Ellensburg

Freshmen

Buchanan, Marguerite	Kent
Coon, Cecil	Ellensburg
Doering, Inez	Steilacoom
Ingalls, Marie	North Yakima
Long, Nellie Clarissa	Yakima City
Maxwell, May	Wapato
McMurray, Edith	Eagle Gorge
Slayton, Amanda	Elma
Taylor, Lillian	North Yakima
Uchikata, Henson	Ellensburg
Uebelacker, Rosalia Marie	Ellensburg
Whidden, Gladys	North Yakima

Special Students

Bradshaw, Eunice	Puyallup
Chapman, Audrey	Kirkland
Hinman, Laureada	Ellensburg
Mason, Nelle	Ellensburg
Smith, Theresa	Ellensburg
Smith, Helen	Ellensburg

Tenth Grade

Barsness, Alma	Davis, Mary
Bratcher, Carolyn	Lindblad, Nellie
Bratcher, Estey	Nash, Roy
Cameron, Fawn	Shelton, Marvin

Ninth Grade

Burnham, Leonora	Mischke, Amelia
Champie, Mary	Skiles, Osborn
Conklin, Fay	Snyder, Kathleen
Lewis, Philip	Tipton, Ruth

Summer Session, 1912

Albers, Anna	Chehalis
Allen, Mrs. Anna C.	Hartford
Amrine, Coralie	Eatonville
Assman, Gretchen	West Allis, Wis.
Bailor, E. M.	Knab
Bailor, W. F.	Knab
Baker, Grace	Tacoma
Beardsley, Lois	Elma
Berg, Clara M.	North Yakima
Bertrand, Clemence	Elma
Boardman, Clara	Napavine
Boyd, Maud	Ostrander
Brandes, Ida	Centralia
Brown, Blanche	Centralia
Caraway, Amanda	Ellensburg
Carmichael, Rowena	Salkum
Clancy, Bess	Woodland
Clarke, Edna	Chehalis
Clement, Ruth	Centralia
Corbett, Florence	Huntsville
Crandall, George T.	Othello
Crimp, Alice	Ellensburg
Crum, Hiram	North Yakima
Darland, Alta	Chinook
DeVine, Gladys	Kittitas
Dickey, Florence	Alpha
Downing, Ida	Centralia
Eiden, Marie	Ostrander
Enochs, Elida	Outlook
Fechtner, Sophia	Chehalis
Fischer, Velma	Oakville
Fountain, Beulah	Centralia
Frederick, Clara	Chehalis
Frykholm, Ella	Centralia
Gibson, Henry V.	Ellensburg
Gibson, Lena	Oakville
Gilmer, Lucy W.	Eatonville

Gore, Mrytle	Elma
Grafton, Florence	Centralia
Gunter, Ethel	Raymond
Hanson, Anna	Chehalis
Hanson, Phoebe	Cathlamet
Hansen, Bertha	Centralia
Harlan, Cora	Centralia
Harris, Katherine	Cape Horn
Hecox, Daisy	Ellensburg
Hawthorne, William B.....	Ellensburg
Hayes, Frances S.....	Grandview
Herrington, Lottie	Chehalis
Hicks, May	Ellensburg
Hicks, Blanche	Ellensburg
Hinxman, May	Centralia
Halmon, Agnes	Elma
Home, Thelma	Ellensburg
Hoss, Charles	Centralia
Howe, Dewie	Centralia
Hughes, Frances	Centralia
Hull, Hazel	Kelso
Hunter, Orris J.....	Gate
Ingalls, Jessie	Rochester
Jameson, Mabel	Centralia
Jandell, Mrs. Mary.....	Ostrander
Jensen, Hilda	Winlock
Johnson, Nelsie	Walville
Jones, Mrs. J. J.....	Toledo
Jordan, Allie	Swofford
Kalbus, Minnie	Chehalis
Kelley, Grace	Centralia
Kelley, Nora	Woodland
Kenney, Nora	Little Falls
Kenney, Marjorie	Ellensburg
Kern, Elizabeth	Ellensburg
Lindblad, Anna	Sixprong
Lowry, Neva	Chehalis
Malmsten, Geil	Vancouver
McCormick, Effie	Ellensburg
McFadden, Viola	Alpha
McIntyre, Edna	Chehalis
Merrill, Hazel	Elma
Merrill, Ruth	Elma
Moon, Nellie	Toledo

Mohler, Marguerite	North Yakima
Morgan, Elma S.....	Ellensburg
Morgan, Nessa	Ellensburg
Morrill, Marion	Skamokawa
McMurry, Edith	Eagle Gorge
Mrachek, Katherine	Napavine
Myers, Winnifred	Sunynside
Nagley, Carrie	Eatonville
Nagley, Louise	Eatonville
Noble, Minnie	Ellensburg
Norgard, Anna	Ellensburg
Oliphant, Bernice	Roy
Oliphant, Mrs. H. J.....	Roy
Olney, Mabel	South Bend
Orkney, Hannah	Raymond
Oyster, Winnie	Kelso
Palmer, Mabel	Centralia
Peck, Edith	Lind
Peck, Stella	Lind
Perry, Edward P.....	Outlook
Peters, Kittle	Littell
Petry, Louise	Centralia
Pollman, Katherine	Chehalis
Poyns, Roy R.....	Centralia
Poyns, F. R.....	Centralia
Ratcliffe, Vernon	Centralia
Randall, Florence	Sunnyside
Rogers, Beatrice	North Yakima
Rulifson, Grace	Carrolton
Schauble, Agnes	Kalama
Schmidt, Olga	Olympia
Shorey, Mabel	Chehalis
Sheldon, C. E.....	Ostrander
Sinclair, Mauvia	Alpha
Slayton, Amanda	Elma
Slaughter, Gertrude	Grandview
Smith, Edith	Littell
Smith, Ralph	Pe Ell
Standke, Harriet	Centralia
Stilwell, Ida	Cosmopolis
Stover, Ida	Ostrander
Swayne, Aletta	Chehalis
Tanner, Edith	Menlo
Tate, Charles P.....	North Yakima

Todd, Winnie	Kalama
Toman, Mrs. Venona.....	Alpha
Vogel, Marion	Kelso
Waite, Stella	Ellensburg
Waite, Nettie	Ellensburg
Ward, Violet	Centralia
Wiekander, Hilma	Dryad
Wiesinger, Mabel	Centralia
Wilson, Lucile	Ellensburg
Wilson, Ruth	Kelso
Williams, Estella	Centralia
Withrow, Etta	Knab
Workman, Bessie	Centralia
Wood, Nellie S.....	Hillsboro, Ore.
Yeager, Orpha	Centralia

Summary of Attendance

Graduates 1912-1913	65
Seniors not graduated	11
Juniors	78
Sophomores	22
Freshmen	12
Special students	6
Students attending only summer school.....	131
Total attendance summer session 1912, 140	—
Total registered normal students.....	325
Tenth Grade	9
Ninth Grade	8
High School Department.....	17
Eighth Grade	32
Seventh Grade	26
Sixth Grade	37
Fifth Grade	19
Grammar and Intermediate Grades.....	114
Fourth Grade	18
Third Grade	47
Second Grade	45
First Grade	45
Primary Department	155
Kindergarten	44
Total training school pupils.....	330
Total in all departments.....	655

The roll of the graduates and of the certificate holders is omitted as last year, but it is hoped that the next quarterly bulletin may contain this roll and other interesting matter which has been prepared for publication.

It is desired that the correct address of every diploma and certificate holder be on file in the office of the school in order that it may be published in the next quarterly issued.

Life diplomas issued May 31, 1913:

Allard, Emma	White Bluffs
Ball, Alma	Tacoma
Bryant, Helen B.....	Tacoma

Chapin, Stella	Tacoma
Clerf, Rose	Ellensburg
Dove, Eva M.	Bickleton
Henry, Edythe	Tacoma
Hodges, Jo Evelyn.....	Kent
Hunt, Edna J.....	Spokane
Hill, Athel G.....	Tacoma
Hornbeck, Gertrude Kelly.....	Long Beach, Calif.
Jones, Eva G.....	Tacoma
Killmore, Alma A.....	Ellensburg
Lauderdale, Frances	Tacoma
Ludlow, Florence A.....	Sumner
Luff, Ellen E.....	Ellensburg
Lum, Irma A.....	North Yakima
McKinstry, Sadie L.....	Ellensburg
McManus, Lee	Cashmere
Murphy, Ida V.....	Weiser, Idaho
Nelson, Gertrude	Montesano
Nelson, Nela A.....	North Yakima
Rust, Mary	Boise, Idaho
Salladay, Gladys	Ellensburg
Shotwell, Eva M.....	Ellensburg
Terry, Harriet B.....	Sumner
Warnock, Lola	Auburn

Number of diplomas issued June 4, 1913, sixty-five.

Number of secondary certificates issued June 4, 1913, twenty-five.

Number of elementary certificates issued June 4, 1913, twenty-five.

THE ALUMNI ASSOCIATION

Officers 1913 and 1914

Miss Florence Alden Wilson, 1902.....	President
— — — — —	Vice-President
— — — — —	Secretary-Treasurer

The Alumni Association holds its regular annual meeting and banquet on the Saturday evening preceding commencement. The next meeting will be on May 30, 1914.

Life diplomas will be formally presented to those graduates to whom they are due at that time if they are present. It is hoped that many graduates will find it practicable to be present on Alumni Day, 1914.

ANNOUNCEMENT

Registration for the next school year will begin at nine o'clock a. m., September 2, 1913.

To register and get a daily program arranged on registration day is to start right.

Prospective students should notify the Principal or Secretary of the Normal School at Ellensburg as to their intentions, asking for any particular information desired. If a place in the dormitory or club house is desired it should be reserved. To hold such reservation one month's rental of four dollars must be advanced by August 1. This will secure the room for four weeks beginning September 2.

Blanks for certificates of health and character will be sent on request. These should be filled out and signed by persons who can testify to these facts. These certificates and the high school diploma or other paper showing the student's attainments in scholarship should be presented when the student registers. They will be examined and filed in the office to be returned on request after the student's standing in the school has been confirmed or upon graduation or withdrawal.

Graduates of accredited high schools are admitted upon the presentation of their diplomas. Upon the completion of any advanced course of two years or three years, they may obtain a diploma authorizing them to teach in any of the public schools of the state for a period of five years. When they have taught successfully three years they become entitled to a life diploma.

Upon completing one year's work successfully in the normal school, high school graduates may obtain certificate authorizing them to teach for two or three years.

Graduates of the state normal schools of Washington are admitted to junior standing in the University of Washington and in the State College of Washington.

Apply for more particular information to the secretary or to

W. E. WILSON, Principal.

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